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ABSTRACT

This document, designed to support Arizona's special education state plan, establishes minimum standards for Individualized Education Programs (IEPs), provides a measurement tool for determining compliance with federal and state requirements, and establishes criteria for determining appropriate placement in the least restrictive environment. The first section provides narrative information on the process of completing an IEP form developed by the Arizona Department of Education Special Education Section. The narrative is divided into 16 parts to correspond with the components included on the sample IEP form, and each part contains applicable compliance indicators and references to federal and state regulations. The second section consists of a sample of the IEP form. The third section outlines a decision-making process for determining an appropriate placement in the least restrictive environment, in order to meet federal and state regulations. It includes a placement form, compliance indicators for appropriate placement, an integration plan, and a flow chart. An appendix lists, in summary form, the compliance indicators for IEPs and for appropriate placement in the least restrictive environment. A second appendix offers a sample IEP form developed by the Special Education Administrator Association. (JDD)

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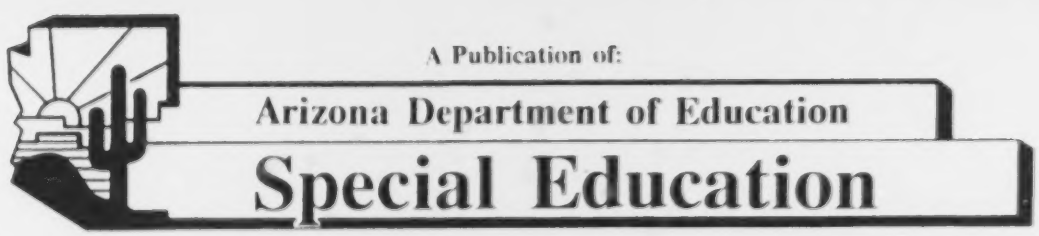
ED 380 978

Individualized Education Program and Appropriate Placement in the Least Restrictive Environment

Technical Assistance Document



A Publication of:

Arizona Department of Education

Special Education

ARIZONA DEPARTMENT OF EDUCATION
C. Diane Bishop, Superintendent
December 1993

EC 303 P52

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Arizona
Department of Education

C. DIANE BISHOP
Superintendent

Dear Colleague:

The Arizona Department of Education, Special Education Section has developed and disseminated the **Arizona State Plan for Special Education**, FY 93-95, to school districts and public agencies. **This State Plan** delineates the process to be used by school districts and public agencies to implement the Individuals with the Disabilities Education Act (IDEA) of 1990.

The attached document entitled **Individualized Education Program and Appropriate Placement in the Least Restrictive Environment**, is a technical assistance document designed to support the Arizona Special Education State Plan. The purpose of this document is threefold:

1) to establish minimum standards for Individualized Education Programs (IEP);
2) to provide a measurement tool for determining compliance with federal and state requirements; and
3) to establish criteria for determining appropriate placement in the least restrictive environment.

This document establishes minimum standards that school districts and public agencies must address. Districts and public agencies may establish policies which exceed the standards, however, at no time may they establish policies which are less than the standards included in this document.

This document distinguishes between the IEP requirements and the educational placement criteria. It is designed to provide school districts with requirements, compliance indicators, samples, IEP forms, and other resources to assist in developing, determining and evaluating the IEP and educational placement process.

Thank you for your excellent response in meeting the individual needs of our children with disabilities. It is through your continuous efforts and dedication that Arizona is becoming a leader in Special Education.

Sincerely yours,

Kathryn A. Lund

Kathryn A. Lund, Ph.D.
State Director
Special Education

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B. IEP form developed by SEAA

The contents of this publication were developed with funds allocated by the U.S. Department of Education. These contents do not necessarily represent the policy of the agency, nor should endorsement by the federal government be assumed.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

INTRODUCTION

This technical assistance document provides local school districts with information on the completion of an Individual Education Program (IEP) and the educational placement process which meets both federal and state regulations. It is subdivided into three sections: description of the IEP components, a sample IEP form and appropriate placement in the least restrictive environment. The sample IEP form meets the minimum standards of, 34 CFR 300 340-350, Arizona Revised Statute (ARS) and Arizona Administrative Code (AAC). This document provides school districts not only with IEP components and educational placement requirements, but also with compliance indicators and sample IEP forms.

The first section of this document provides districts with narrative information on the process of completing the sample IEP form using the federal and state regulations as a reference. The narrative is divided into sixteen parts to correspond with the components included on the sample IEP form. Each part contains narrative, a specific section of the IEP form and applicable compliance indicators. The Arizona Department of Education Special Education Section (ADE/SES) has included federal and state citations in parentheses in the narrative to reference the IEP requirements.

The second section of this document consists of a sample IEP form which has been labeled Parts I-XVI. Reference numbers are included in parentheses to provide school districts with the rationale for the inclusion of the specific form components within the sample IEP. School districts may wish to use various formats other than the sample included within the narrative of this document. The sample IEP form developed by the Special Education Administrator Association (SEAA) has been included in Appendix B of this document. For additional information on this form communicate with SEAA. If the school district prefers to choose a different format, it is imperative that the school district select a format that meets all the federal and state requirements for the IEP. Given the importance of adhering to federal and state requirements, it is recommended that school districts consult with their district consultant prior to revising their IEP form.

ADE/SES has developed compliance indicators (CI) for IEP requirements to provide clarification and to demonstrate attainment of each requirement. The compliance indicators are based on federal and state requirements and Appendix C to Part 300, Notice of Interpretation of the federal regulations. Question numbers from Appendix C (AC#) have been included in parentheses to provide school districts with the rationale for the inclusion of the specific IEP requirement. A list of compliance indicators has been included in Appendix A of this technical assistance document.

The third section of this document provides school districts with information and the process for determining an appropriate placement in the least restrictive environment. It addresses a decision making process which meets the federal and state regulations. It contains the eight components of educational placement, a flow chart, 12 requirements of educational placement, and a sample educational placement form. This section includes: the elements for appropriate placement in the least restrictive environment, a placement form, compliance indicators for appropriate placement in the least restrictive environment and an integration plan. The overriding rule in this section is the educational placement must be made on an individual basis. In accordance with federal and state regulations the placement must be based on the IEP; therefore, the IEP must be developed prior to determining appropriate placement in the least restrictive environment.

PROPOSED IEP MUST BE:

- reasonably calculated to enable the child to receive some educational benefit
- appropriate and meet SEA standards
- based on a "basic floor of opportunity" not maximization of the child's potential
- based on individualized needs of the child

DESCRIPTION OF IEP COMPONENTS

The proposed IEP must be reasonably calculated to enable the child to receive some educational benefit according to the Rowley standard.

This section not only addresses the IEP process, a sample IEP form and compliance indicators, but also outlines how school districts should complete the IEP process. It also includes a sample IEP form and the factors ADE/SES considers when determining if IEP components meet CFR 300.340-350, ARS 15-203(A)(32), 761.9, 765(F), 767, 1186(A)(B) and AAC R7-2-401(F)(5-8) requirements. Compliance indicators (CI) are included to clarify and to demonstrate attainment of each requirement.

The description of IEP components has been labeled and divided into sixteen parts. Each part includes narrative, the corresponding portion of the IEP form, and applicable compliance indicators. A compliance indicator is a measurement tool utilized by ADE/SES to determine compliance with the federal and state requirements. The compliance indicators have been used in this section to demonstrate attainment of each IEP form requirement. The compliance indicators are based on Appendix C to Part 300, Notice of Interpretation of federal regulations. Appendix C (AC) question numbers have been included in parentheses to provide school districts with the rationale for the inclusion of the specific IEP requirement.

The sample IEP forms included in Appendix B was developed by SEAA. An IEP requirement checklist has been completed and attached to the IEP form. The checklist contains the eleven federal requirements and seven state requirements. The IEP form has been labeled and divided into sixteen parts (I-XVI) to correspond with the sixteen parts in the narrative. Reference numbers have been included in parentheses to provide school districts with rationale for inclusion of each section of the specific form component. It is permissible for school districts to use a different form, other than the sample forms included within this document. If the school district prefers to choose a different format, it is imperative that the forms selected meet all the federal and state requirements.

The IEP components are discussed in the order in which they appear on the sample IEP form included in this document.

I. *Student's Name, School, Parent/Guardian, Date of Birtn, Grade and Address, Phone etc.*

This information is not specifically required to be located within the IEP. School districts must include identifiable data on each child; however, it may be located in the Multidisciplinary Evaluation Team (MET) report, and/or IEP. This information is included within the Sample IEP for identification and record-keeping purposes.

Individualized Education Program (IEP)

Student's Full Name		Birthdate	Sex M [ ] F [ ]	Grade	District Resident? Yes [ ] No [ ]
Address		City		State	Zip
Home Phone	Student ID#	Parent/Guardian			
Primary Language of Home	Limited English Proficient?	[ ] Yes [ ] No	Language of Instruction		
Home School		Service School			
Address:		Address:			
City/State/Zip		City/State/Zip			

To meet minimum IEP requirements for students who are limited English proficient, language proficiency must be determined and the language of instruction must be specified on the IEP.

Limited English Proficient? ( ) Yes ( ) No	**Language of Instruction**

II. *Date of IEP Meeting, Projected Initiation and Anticipated Duration of IEP [34 CFR 300.342,343,344,345; AAC R7-2-401 (F)(1)(5-8)]*

Compliance indicators:

1. **Date of the IEP meeting. (AC#3,5,9)**
2. **Projected dates of initiation and anticipated duration of special education and related service. (AC#53)**
3. **Date of the IEP meeting in which the initial or current IEP was reviewed and revised. (AC#9)**

To meet minimum requirements for IEPs, ADE/SES has selected Date of IEP meeting, dates of Projected Initiation and Anticipated Duration of Special education and related services compliance indicators to meet IEP requirements. Record the month, day, and year in which the IEP meeting occurred. To document the initiation of services, indicate month, day, and year of services. The documentation of anticipated duration of services may be up to 12-months, for one school year, or for a shorter period of time. To indicate duration of service, record the month, day, and year of services. There must be a direct relationship between anticipated duration of services and other components of the IEP (e.g. annual goals, short term objectives etc.). The compliance indicators in Part II are data based and are not subject to interpretation.

[34 CFR 300.342 (a)(b),300.343(c)(d),300.346(4-5)]

District IEP Meeting	Projected date of Initiation	Review/Revision of IEP
Anticipated Duration of IEP_____ to _____ mo/day/year mo/day/year	[ ] Initial	IEP Type [ ] Annual [ ] Interim

The Dates will be used to determine if:

1. The IEP meeting was held within 30 calendar days of the verification of eligibility and it was determined that the child needs special education and related services; [34 CFR 300.343 (c)]
2. The date of the IEP meeting was prior to the starting date of special education and related service(s); [34 CFR 300.342 (a)(1)(2)]
3. The IEP meeting was held at least once each year to review/revise IEP; [34 CFR 300.343(d)]
4. The IEP was in effect at the beginning of the school year; [34 CFR 300.342 (a)]
5. Participants were in attendance on the date of the IEP meeting; [34 CFR 300.344 (a)(b)(c), AAC R7-2-401(F)(3)] and
6. The date of notification of the IEP meeting to parents documented that the notice was provided prior to the IEP meeting. [34 CFR 300.345(a)(b); 34 CFR 300.504]

III. *Documentation of Participants in Attendance at the IEP Meeting [34 CFR 300.344(a)(b)(c), AAC R7-2-401 (F)(3)]*

Compliance indicators:

1. Name and Position/Relationship to child of participants in attendance at the IEP meeting; (AC#s 13,15,21,26)
2. Date each participant attended the IEP meeting.

Various formats may be used to document compliance within Part III requirements for documenting participants in attendance at the IEP meeting. For this requirement, ADE/SES has selected the **Name and Position/Relationship and date each participant attended the IEP meeting** as the compliance indicator to document that required participants were in attendance. The dates of participation were included within the Sample IEP form to document that participation and attendance occurred during the IEP meeting. Dates of attendance should be the same date as the IEP meeting date [34 CFR 300. 344 (a),300.343 (a)]. However, when parents, contracted agency personnel, or nonpublic representatives, are unable to attend but want to participate, the school may use other methods to insure participation [34 CFR 300.345 (c) 300.348 (b)]. The compliance indicators in this section are data based and are not subject to interpretation.

[34 CFR 300.344,300.348 (2), AAC R7-2-401 (F)(3)]

DOCUMENTATION OF PARTICIPANTS IN ATTENDANCE AT IEP MEETING

Position/Relationship to Student	Signature	Date: Mo/Day/Yr
District Representative		
Regular Education Teacher		
Special Education Teacher		
Parent(s)		
Evaluator		
Student		

Participants in Meeting Requirements:

1. The name of the district representative in attendance and the designation as "district representative". The district representative may not be the same individual who signs the IEP as the "Student's Teacher". The representative of the district may be any member of the school staff, other than the child's teacher, who is qualified to provide, or supervise the provision of specifically designed instruction to meet the unique needs of the child. [Section 602(a)(20) of the Act] Thus, the district representative could be a qualified special education administrator, supervisor, teacher; or a school principal or other administrator, if the person is qualified to provide or supervise the provision of special education;

2. The name and position of the student's regular or special education teacher(s); [34 CFR 300. 344 (a)(2)]

3. The name of parent(s), surrogate parent, adoptive parent or legal guardian making educational decisions on the student's behalf; [34 CFR 300.344 (a)(3), ARS 15-761.21, AAC R7-2401 (F)(3)]

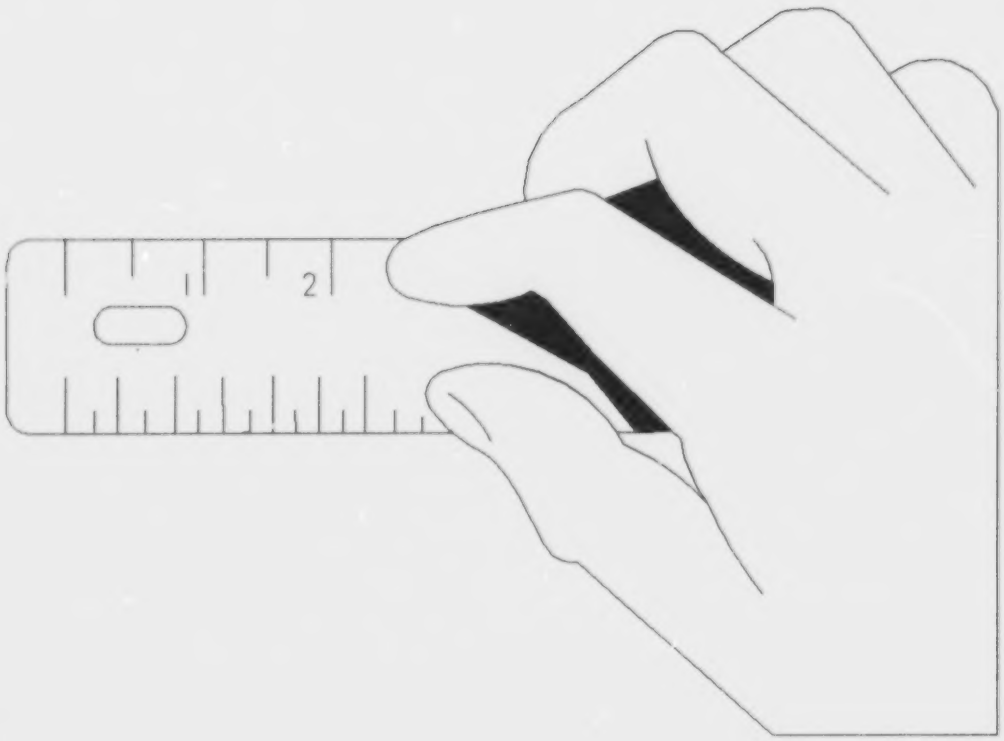
4. The name of the student if appropriate or if the purpose of the meeting is consideration for transition services; [34 CFR 300.344 (a)(4)(c)(1)(i)]

5. For a student attending a private school, the name and position of the private school representative must be listed on the IEP as the "private school representative" or documentation of other methods to ensure compliance with the requirements set forth in 34 CFR 300.348 (a)(2);

6. For a student receiving services from a contracted service agency, the name and position of the contracted service agency representative must be listed on the IEP as the " contracted service agency representative" or documentation of the requirements set forth in the 34 CFR 300.349 (b); and

7. The name of the representative from the agency if the student is being considered for transition services and if the agency is likely to be responsible for providing or paying for transition services. [34 CFR 300.344 (c)(1)(ii)]

Present Level of Education Performance



- **Accurately describe the child's abilities and needs;**
- **Statement must be written in objective measurable terms, to the extent possible; (AC #36)**
- **There must be a direct relationship between present level of performance and other components of the IEP such as annual goals, short term objectives, and special education and related services to be provided. (AC #36)**

IV. *Present Level of Student's Educational Performance [34 CFR 300.346(A)(1), AAC R7--2-401(F)(a)]*

Compliance Indicators:

Present level of education performance [34 CFR 300.346]

1. **Statement must be written in objective measurable terms, to the extent possible; (AC #36)**
2. **There must be a direct relationship between present level of performance and other components of the IEP such as annual goals, short term objectives, and special education and related services to be provided. (AC #36)**

To meet minimum IEP requirements for the student's present level of performance, the ADE/SES has designed its form to report the student's current development or educational performance that has been documented in the MET report for initial IEPs, or to report the measured status of the student's previous IEP objectives for those students who had a prior IEP "in effect".

Present Level of Educational Performance

Describe the student's current performance in specific terms in each area:

Include skills, adaptations/modifications, specialized equipment, and materials or needs:

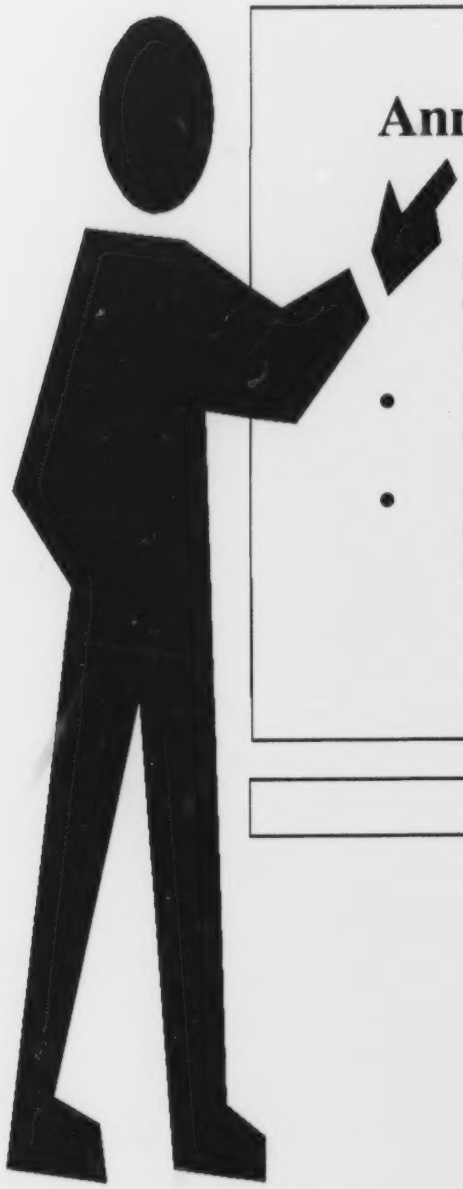
Special Educational Needs:
(check all that apply)

[ ] Academic/Cognitive
[ ] Communication
[ ] Social

Related Service Needs:
(check all that apply)

[ ] Speech Therapy
[ ] Physical Therapy
[ ] Occupational Therapy
[ ] Audiology
[ ] Counseling service
[ ] Recreational therapy
[ ] Social Worker service
[ ] Interpreter
[ ] Orientation & Mobility Service
[ ] Other

Annual Goals



Annual Goals

Describe what a child can reasonably be expected to accomplish within one school year or 12 months;

- Statement must be measurable to the extent possible;
- There should be a direct relationship between annual goals and present level of educational performance.

V. *Annual Goal [34 CFR 300.346(a)(2), AAC R7-2-401(F)(5)(b)]*

Compliance Indicators:

Annual goals [34 CFR 300.346]

1. **Describe what a child can reasonably be expected to accomplish within one school year or 12 months;**
2. **There should be a direct relationship between annual goals and present level of educational performance. (AC#38)**

To meet the minimum requirements of this regulation the compliance indicators selected by ADE/SES include: describe what the child can reasonably be expected to achieve in one-school year or 12-months and establish a direct relationship between the present level of educational performance and the annual goals. The sample IEP form must contain annual goal(s) that directly relate to the statement of the present level of educational performance and must describe what the child can reasonably be expected to achieve in one school year or a shorter time period. For students age 16 and older, goals pertaining to transition must also be identified. Annual goal(s) must be included for transition services for students 16-years and older based on the Present Level of Educational Performance. This form has been designed to match the goal with the accompanying short term objectives. If the IEP team decided that the annual goal written by the related service provider can be incorporated into the existing annual goals, a separate goal for related service is not necessary. The compliance indicators in this section are content based and are subject to interpretation.

[34 CFR 300.346 (a)(2), AAC R7-2-401 (F)(5)(b)(c)(g)]

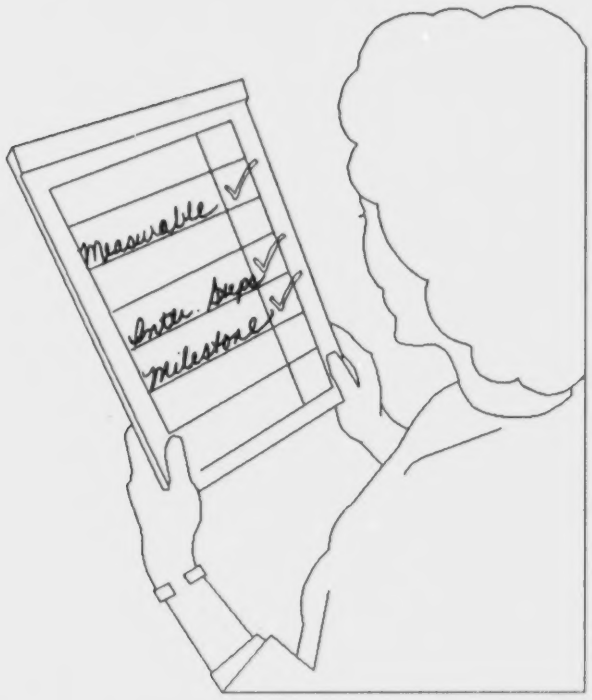
Annual Goals and Short-Term Objectives

(use as many of these pages as necessary)

Need Area:
Annual Goal:
Person(s) Responsible:

Need Area:
Annual Goal:
Person(s) Responsible:

SHORT TERM INSTRUCTIONAL OBJECTIVES MUST BE:



- **Measurable;**
- **Intermediate steps between present level of education performance and annual goals;**
- **Based on a logical breakdown of the major components of the annual goals;**
- **A milestone for measuring progress toward meeting annual goals;**
- **Directly related to annual goals and short term objectives. (AC #39)**

VI. *Short-term Instructional Objectives [34 CFR 300.346(a)(2), AAC R7-2-401.(F)(c)(g)]*

Compliance Indicators:

Short term objectives must be:

1. Measurable;
2. Intermediate steps between present level of education performance and annual goals;
3. Based on a logical breakdown of the major components of the annual goals;
4. A milestone for measuring progress toward meeting annual goals;
5. Directly related to annual goals and short term objectives. (AC #39)

To meet minimum compliance of this requirement the compliance indicators selected by ADE/SES include: **measurable, intermediate step between the present level of educational performance, and annual goals and must be based on a logical breakdown of major components of the annual goals.** The compliance indicators are content based and are subject to interpretation. Minimum standards for short term objectives include the following information:

1. Indicate the specific behaviors (academic, social, etc.) the student is expected to perform or exhibit;

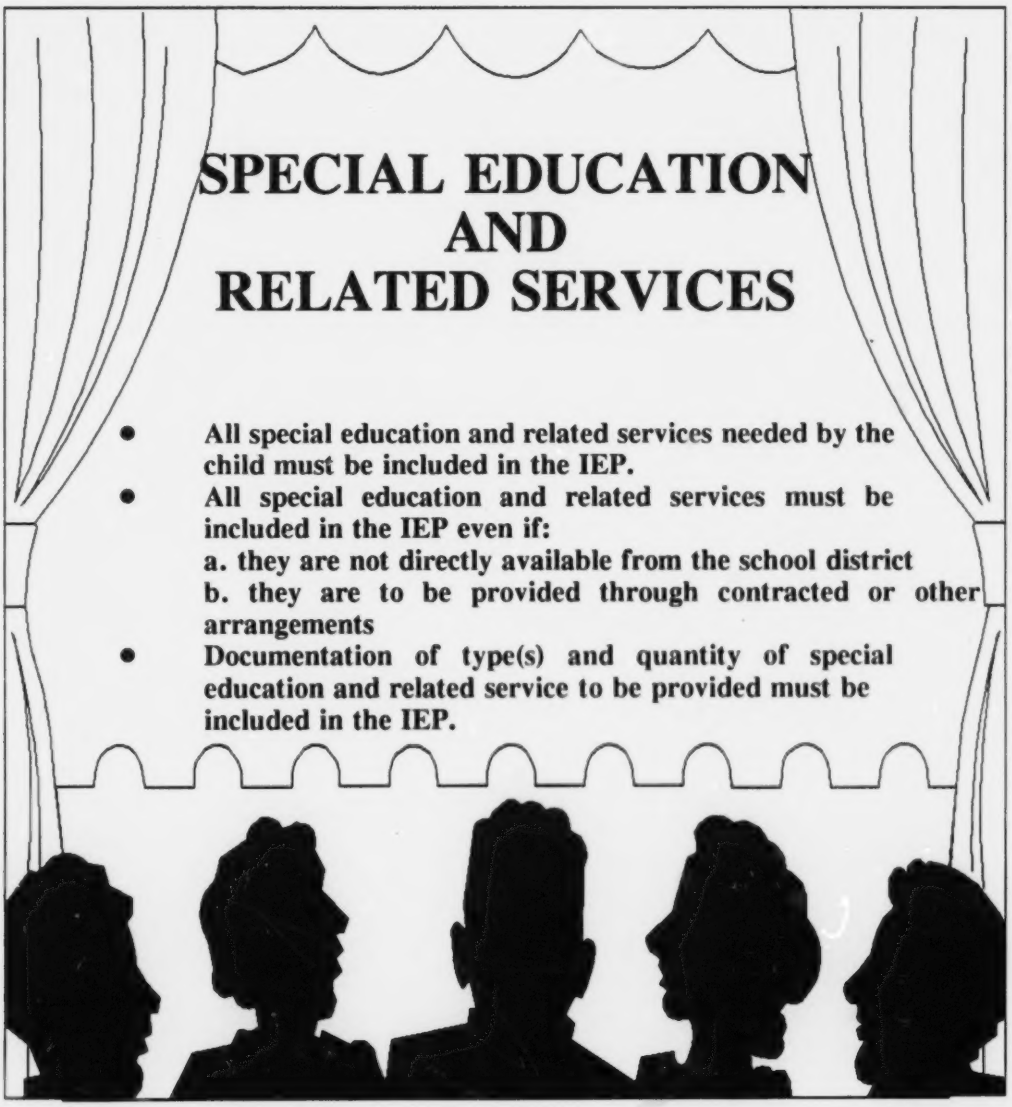
2. Specify behavior that is measurable or observable;

3. Designate the criteria, evaluation procedures and schedules for judging whether the student has achieved the behaviors (i.e. evaluation procedures and schedules need not be included as a separate item, they may be incorporated directly into the objectives);

4. Include short term objectives pertaining to transition services for students aged 16 years and older; and

5. Criteria that may be expressed in terms of accuracy (how well), speed (how fast), rate (how many in a specific time), duration (how long) or latency (lapse of time), depending upon the nature of the skill to be evaluated or the dimension of the behavior to be changed.

SPECIAL EDUCATION AND RELATED SERVICES


SPECIAL EDUCATION
AND
RELATED SERVICES
• All special education and related services needed by the child must be included in the IEP.
• All special education and related services must be included in the IEP even if:
a. they are not directly available from the school district
b. they are to be provided through contracted or other arrangements
• Documentation of type(s) and quantity of special education and related service to be provided must be included in the IEP.

VII. and VIII. *Special Education and Related Services [34 CFR 300.346 (a)(3)]*

Compliance Indicators:

1. **All special education and related services needed by the child must be included in the IEP.**
2. **All special education and related services are included in the IEP even if:**
   - **a. they are not directly available from the school district**
   - **b. they are to be provided through contracted or other arrangements**
3. **Documentation of type(s) and quantity of special education and related service to be provided must be included in the IEP.**

To meet minimum compliance, the IEP must provide a description of all special education and related services including transition services. For procedures on transition services refer to Part XIII. The beginning and ending date(s) of the service(s) should also be included within the IEP. For related services indicate the type and frequency and the position of the person(s) responsible for implementation of the service.

Special Education Services to be Provided

[34 CFR 300.346 (a)(3)]

Special Education Programs			Time to be Provided	Projected Date of Initiation	Duration of Services
Related Services	Type	Provider			
Transportation					
Speech Pathology					
Physical Therapy					
Occupational Therapy					
Psychological Services					
Counseling Service					
Recreational Therapy					
Social Worker Services					
Interpreter Services					
Orientation & Mobility Services					
Assistive Technological Aides/Services					

Special education and related services must be determined on an individual basis for each child. The present level of educational performance, annual goals and short term objectives determine the extent of special education and related services needed to implement the IEP.

ADE/SES selected compliance indicator, **documentation of specification of type(s) and quantity of special education and related services to be provided,** to document compliance with special education and related services requirement in Parts VII & VIII. This compliance indicator is content based and is subject to interpretation.

IX. *Extended School Year (ESY) Services [ARS 15-881(A-D)]*

To prevent confusion relating to the provision of extended school year (ESY) services, this form includes space for consideration and documentation of ESY services. This form also provides an opportunity for the school districts to designate short term objectives that will be targeted for ESY in the annual goals and short term objective section of the IEP. It is the IEP team, rather than the principal, superintendent or the school board that determines whether a child is eligible for ESY. ADE/SES has provided a form for documentation of ESY (IEP addendum: ESY). It is included in Appendix A of this technical assistance document. In accordance with the Arizona statutory requirements, ESY must be made available to all children with disabilities for whom such program is necessary in order to either:

1. Prevent irreparable harm to the pupil's ability to maintain identified skills or behavior;

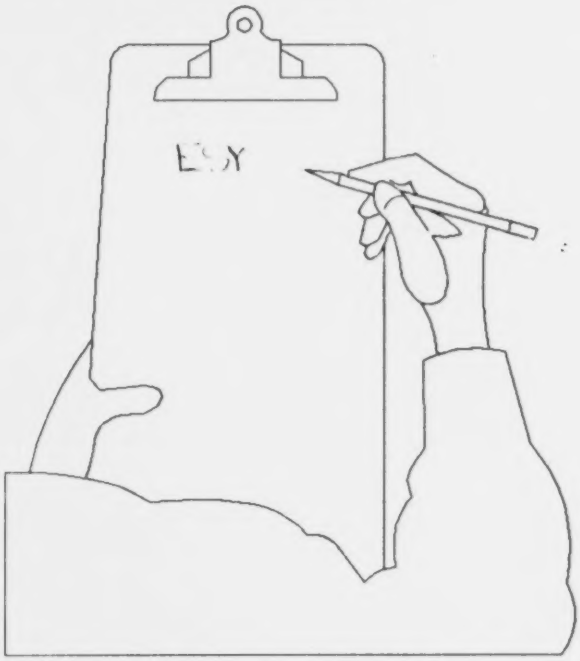
OR

2. Accommodate critical learning periods for pupils who are unlikely to receive another opportunity to learn or generalize targeted skills or behavior.

The state board of education shall prescribe rules for use by school districts in establishing ESY programs and in determining the eligibility of pupils with disabilities for ESY.

Eligibility for ESY:

- Regression-recoupment factors.
- Critical learning stages.
- Least restrictive environment considerations.
- Teacher and parent interviews and recommendations.
- Date-based observations of the pupil.
- Considerations of the pupil's previous history.
- Parental skills and abilities.
- Factors that are inappropriate considerations for eligibility.
- Any other considerations deemed necessary and appropriate by the state board of education.



Note that neither the original Education for All Handicapped Children Act (EAHCA) nor the current Individuals with Disabilities Education Act (IDEA), nor any of their regulations have expressively required school districts to provide ESY services.

EXTENT OF PARTICIPATION IN REGULAR EDUCATION

List the regular education classes the child will attend or indicate the percent of time the child will spend in the regular education program with non-disabled students;

Document participation in nonacademic and extracurricular activities with non-disabled student {e.g. lunch, assemblies, club activities and other events};

Document participation in program options (music, art, vocational education etc.).

X./XI./XII. *Extent of Participation in Regular Education [34 CFR 300.346(a)(3) 300.305, 300.353, ARS 15-744(A), AAC R7-2-401(F)(5)(e)]*

Compliance Indicators:

1. Documentation of the extent that a child will be able to participate in regular education program;

   a. list the regular education classes the child will attend;

   OR

   b. indicate the percent of time the child will spend in the regular education program with nondisabled students; (AC #52)

2. Documentation of participation in nonacademic and extracurricular activities in which the child will participate with nondisabled students (e.g. lunch, assemblies, club activities and other events); (AC#52)

3. Documentation of participation in program options (music, art, vocational education etc.). (AC #51,52)

To meet minimum compliance, ADE/SES has selected the compliance indicators 1.a., 2, and 3, as indicated in the figure above, to meet extent of participation in regular education requirement. In this IEP form the extent of participation in regular education, program options, and nonacademic services may be selected by checking the appropriate selection(s), or by listing selections and specifying necessary accommodations. Documentation must include consideration for the student to participate in the Arizona Student Assessment Program (ASAP) (mediation) and in the standardized testing program (inclusion/exemption).

Extent of Participation in Regular Education

[34 CFR 300.346 (a)(3), ARS 15-744 (A), AAC R7-2-401(F)(5)(e)]

Please indicate the regular education classes the student will attend:

[ ] Reading _____
[ ] Math _____
[ ] Science _____
[ ] Spelling _____
[ ] Writing _____
[ ] English _____
[ ] Geography _____
[ ] Physical Education _____
[ ] Social Studies _____
[ ] Other _____

[ ] Check here if student will participate in Arizona Student Assessment Program (ASAP). Include mediation strategies.
[ ] Check here if student will participate in Standardized Testing Program (STP).
[ ] Check here if student will participate in specialized curriculum. (If this box is checked, additional documentation is required).
[ ] Check here if student is exempted from STP or ASAP.

Special Considerations: Describe changes in regular education program that will be made to permit accommodation of student, e.g., grading, materials, technology, staffing, student outcomes, curriculum, transportation, discipline.

[ ] No special considerations in regular education needed.

[34 CFR 300.305]

For a student who is served in special education, check any Program Options in which the student will be participating with students who do not have disabilities. If less than 100 percent, indicate time in program.

[ ] Vocational _____
[ ] Music _____
[ ] Art _____
[ ] Library _____
[ ] Homemaking Education _____
[ ] Consumer Education _____
[ ] Other _____

[ ] Check here if student will participate in specialized curriculum (If this box is checked, additional document is required)

Special Considerations: Describe changes in regular education program that will be made to permit accommodation of student, e.g., grading, materials, technology, staffing, student outcomes, curriculum, transportation, discipline.

[ ] No special consideration in regular education needed.

[34 CFR 300.553]

For the student who is served in special education, check any Nonacademic Services in which the student will be participating with students who do not have disabilities.

[ ]	Recess	[ ]	Athletics	[ ]	Clubs
[ ]	Lunch	[ ]	Health Services	[ ]	Referrals to Agencies
[ ]	Assemblies	[ ]	Recreational Activities	[ ]	Employment

[ ] Other _____

Special Consideration: Describe changes that will be made to permit access to activities:

[ ] No special accommodations necessary.

Regular physical education is physical education available to students without disabilities. If a child with a disability is enrolled in regular physical education with students without disabilities, and no modifications are necessary, indicate Physical Education on the IEP, Extent of Participation, Parts X, XI, and XII. If some modifications to regular physical education are necessary, those modifications must be described in the IEP. Documentation must be provided in Parts X, XI, and XII. If specifically designed physical education is needed, annual goals and objectives must be included in the IEP. Documentation must be included in Part IV (Present Level of Educational Performance), Part V (Annual Goals) and Part VI (Short Term Objectives).

THE PLAN FOR TRANSITION SERVICES MUST:

DESCRIBE THE STUDENT'S INTERESTS AND PREFERENCES

IDENTIFY ANTICIPATED POST-SCHOOL OUTCOMES

OUTLINE THE COORDINATED SET OF ACTIVITIES

INCLUDE INSTRUCTION, COMMUNITY EXPERIENCE, EMPLOYMENT, AND ADULT LIVING

Transition Services [34 CFR 300.18, 300.340, 300.344, 300.345, 300.346, 300.347]

Compliance Indicators:

1. A plan that describes the student's interests and preferences for transition services.

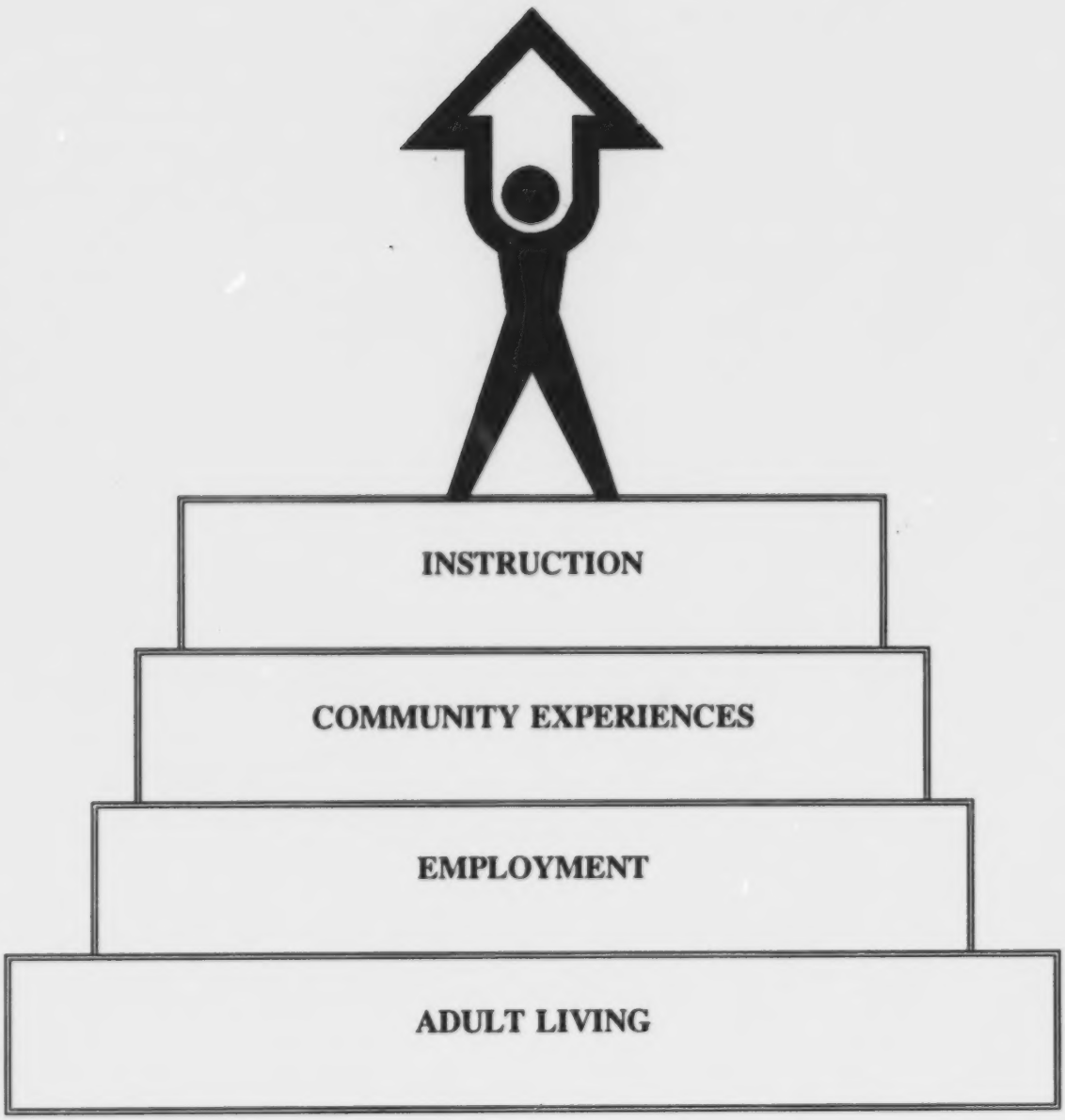
2. A plan that identifies the anticipated post-school outcomes for the student.

3. A plan that outlines the coordinated set of transition activities planned for the student, which will promote movement from school to the anticipated post-school outcomes.

4. Documentation that the coordinated set of activities includes instruction, community experiences, development of employment and other post-school adult living objectives, and if appropriate, daily living skills and functional vocational evaluation.

By age 16, the IEP must address the transition services a student requires to promote movement from school to post-school outcomes. The ADE/SES promotes the use of a long-range transition planning document, "School to Post-school Transition Plan". This tool assists the IEP team in documenting the student's interests and preferences in transition services, the post-school outcomes anticipated for the student, and the coordinated set of activities which are planned each year to promote movement from school to the identified post-school outcomes in the required areas.

TRANSITION SERVICES MUST INCLUDE:



The definition of transition services also requires that annual transition services include instruction, community experiences, development of employment, and other post-school adult living objectives. When appropriate for the student, daily living skills and functional vocational evaluation must also be included. If the IEP team determines that services are not needed in one or more of these areas, the IEP must include a statement to that effect and the basis upon which the determination was made.

Statement of current transition services. (Refer to "School to Post-school Plan") *Services must include #1 - #4. If team determines services are not needed in one or more of these areas, include a statement to that effect and the basis upon which determination was made.*
1. INSTRUCTION
2. COMMUNITY EXPERIENCE
3. EMPLOYMENT
4. ADULT LIVING
5. DAILY LIVING SKILLS
6. FUNCTIONAL VOCATIONAL EVALUATION

Targeted transition goals and objectives will be placed in the Annual Goals/Short Term Objectives Section of the IEP.

Content of the IEP [34 CFR 300.346]

Compliance Indicators:

1. **A statement of the needed transition services no later than age 16.**

2. **If appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.**

3. **If the IEP team determines that services are not needed in one or more of the areas of instruction, community experiences, development of employment skills and other post-school adult living objectives, a statement to that effect and the basis upon which the determination was made.**

The IEP must contain a statement of the needed transition services as defined by 34 CFR 300.18, beginning no later than age 16, and at a younger age, if determined appropriate. The definition of transition services requires that the services take into account the individual student's interests and preferences.

[34 CFR 300.318, 300.346]

Transition Services

Student preferences and interests for transition services:

As mentioned, the definition also requires that the services are designed with consideration of the anticipated post-school outcomes for the student.

Post-school outcomes to be considered: (Refer to "School to Post-school Plan")

[ ] Post-secondary Education
[ ] Integrated Employment (Including Supported Employment)
[ ] Independent Living
[ ] Other (Specify) _____
[ ] Vocational Training
[ ] Continuing & Adult Education
[ ] Adult Services
[ ] Community Participation

To determine necessary transition services for a given year, the student's present level of development or educational performance in the area of transition services must be discussed, based on evaluative information gathered.

Student present level of development or educational performance:
(Refer to "Present Level of Performance" on IEP for additional input)

Agency Responsible for Transition Services [34 CFR 300.347]

Compliance Indicators:

Agency responsible for transition services [34 CFR 300.347]

1. Documentation that the agency responsible for the student's education initiated a meeting for the purpose of identifying alternative strategies to meet the transition objectives if a participating agency fails to provide agreed-upon transition services contained in the student's IEP.
2. If appropriate, documentation of identified alternative strategies.
3. If appropriate, documentation that IEP was revised.

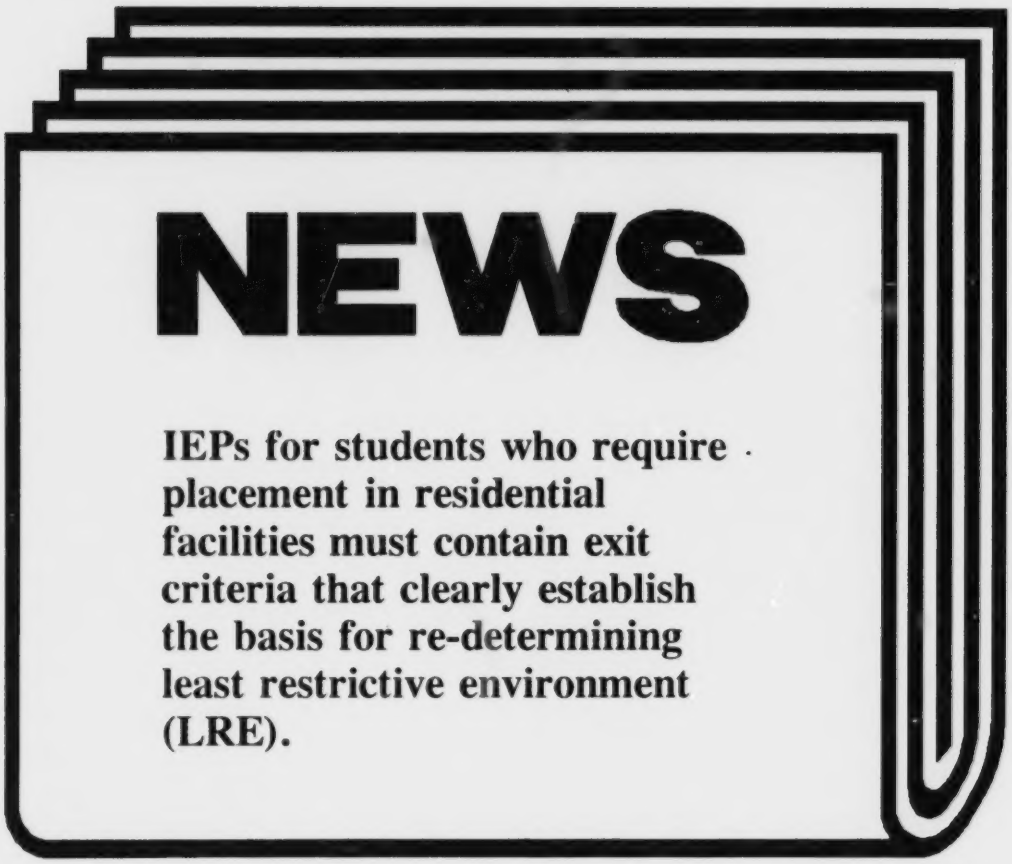
As mentioned, when appropriate, the IEP must include a statement of each public agency's and each participating agency's responsibilities or linkages, or both before the student leaves the school setting. If a participating agency fails to provide the agreed-upon services contained in the IEP, the agency responsible for the student's education must initiate a meeting to identify alternative strategies to meet the transition objectives. If necessary, the IEP must be revised.

[34 CFR 300.346 and 300.347]

Local Education Agency & Participating Agency Responsibilities			
Services or Responsibility	Responsible Agency	Start Date	End Date

XIV. Braille Instruction for students with Visual Impairments [ARS 15-203 (a)(32]
To meet minimum IEP requirements, provide documentation of consideration for braille instruction and provide reasons if such instruction is not included in the IEP.

IEP Addendum: Braille Instruction


NEWS
IEPs for students who require placement in residential facilities must contain exit criteria that clearly establish the basis for re-determining least restrictive environment (LRE).

XV. IEP Addendum for Residential Placement Student [ARS 15-765 (F)]

IEPs for students who require placement in residential facilities must contain exit criteria that clearly establish the basis for re-determining least restrictive environment (LRE). .

The short term objectives must be carefully written to describe how well the student must perform the identified behavior that determined the need for residential placement.

1. The behavior included in the short term objectives must specify and define in very clear terms what behavior the student is to exhibit;
2. The behavior must be observable, measurable or verifiable;
3. The criteria included in the short term objective must be expressed in terms of accuracy, speed, rate, duration or latency or a combination, depending upon the nature or the dimension of the behavior and include instruments and schedules for review of progress;
4. The short term objectives must state how well the student must perform the behavior and provide the basis for evaluating progress and acceptable behavior leading to re-entry into the school district or contracted services; and
5. The short term objective(s) must be written with specificity so that it establishes the **exit criteria.**

[ARS 15-765 (F)]

IEP Addendum: Exit Criteria For Residential Placement Student

To meet minimum requirements, for exit criteria, ADE/SES included a form to document exit criteria. The exit criteria must be based on individual needs established in the IEP. Exit criteria may be documented by:

1. selecting short term objectives included in the IEP that cannot be achieved in the placement alternatives implemented in the school district;

2. determining the behavior that requires the student to be placed in the more restrictive residential placement;

3. reviewing the criteria, evaluation procedures and schedules for (included in the short term objectives) determining how well the student must perform the identified behavior included in the short term objectives prior to reentering the placement alternatives implemented in the school district or other contracted services; and

4. documenting on the IEP Addendum: Exit Criteria form, provided in this sample, the annual goals and short term objectives requiring residential placement.

Requirements for reviewing and revising the IEP

An IEP meeting subject to 34 CFR 300.343,300.504 (a)(1) must be held to review and revise IEP if:

1. Student meets the criteria included in the short term objectives that determined placement in the residential facility;

2. Sufficient documentation is provided to show improvement in behavior that requires a change in LRE; and

3. There is a need to initiate a change in the student's IEP.

For additional procedures, refer to **Procedures Manual For Placing Children In Residential Treatment Centers**.

STUDENTS PLACED UNDER EDUCATION VOUCHER

Responsibility of school district includes:

- Reviewing the child's progress
- Planning for integrating the child into a public school as soon as possible

Responsibility of private institutions and placing agency includes:

- working with the school district to integrate the child into a school as soon as feasible

[ARS 15-1186.(A)(B)]

XVI. Reintegration for Students Placed in Private Institutions or out of Districts [ARS 15-1186 (A)(B)]

IEP's for students placed in private institutions/residential placements or out of district must include procedures for integrating the student into the public school as soon as possible. Procedures for addressing reintegration opportunities for students placed in private institutions/residential placements or out of district are included in the **Procedures Manual For Placing Children In Residential Treatment Centers.**

[ARS 15-1186 (A)(B)]

Reintegration Plan

Additional IEP Requirements According to the Arizona Revised Statute and Arizona Administrative Code Include:

1. Documentation of consideration for achievement testing and Arizona Student Assessment Program; [ARS-15-744 (A)] (Refer to Parts X,XI,XII)

2. Documentation of consideration for prevocational, work experience, vocational education and related career programs for students in the 9th grade and up; [AAC R7-2-401 (F)(6)(a)] (Refer to Part XIII)

3. Documentation of current semester progress based on the students IEP; [ARS 15-767; AAC R7-2-401 (F)(9)] (Not subject to documentation on IEP form)

4. Documentation of language of instruction for students who are limited English Proficient; [AAC R7-2-401 (F)(5)(i)]

5. Documentation of consideration for braille instruction, and reason, if instruction is not included in IEP for students with visual impairments; [ARS 15-203 (a)(32)]

6. Documentation for exit criteria for students placed in residential treatment centers; (Refer to Part XV of this document)

7. Documentation of reintegration opportunities for students placed in private and out-of-district institutions; and (Refer to Part XVI)

8. Documentation of consideration for Extended School Year. (Refer to Part IX)

IEP Form and Checklist

For verification that the IEP form includes the required content of an Individualized Educational Program use the IEP requirement checklist.

This section provides school districts with an IEP form and an IEP requirement checklist. The IEP requirement checklist contains the federal and state requirements for writing an IEP. The federal and state citations have been included in parentheses within the IEP requirement checklist to provide the school district with the rationale for including the item in the checklist. ADE/SES developed the checklist to provide verification of each requirement. The IEP requirement checklist contains 18 items. This IEP requirement checklist may be used to verify that an IEP form meets federal and state requirements.

The IEP form in this section was developed by ADE/SES. Each part of the IEP has been labeled. Federal and state citations have been included in each section of the IEP. Based on the IEP requirement checklist, this IEP sample meets the federal and state requirements. The IEP sample form developed by SEAA has been rated using the IEP requirement checklist and is located in Appendix B of this document. School districts are encouraged to use the IEP requirement checklist to verify that their IEP forms meet the federal and state requirements.

Form Developed by:
ADE/SES

IEP REQUIREMENTS

FEDERAL [34 CFR 300.346(a)(1-5)(b)] STATE [AAC R7-2-401 (F)(5)(a)(9)]		
X	1	A statement of present levels of educational performance;
X	2	A statement of annual goals, including measurable short-term instructional objectives;
X	3	A statement of special education and related services;
X	4	Extent of participation in regular educational programs;
X	5	Date of initiation;
X	6	Duration of services;
X	7	A statement of the needed transition services;
X	8	A statement of reasons if transition services are not provided;
X	9	Objective criteria, evaluation procedures and schedules of annual review;
X	10	Date of IEP meeting; [34 CFR 300.342 (b) 300.343 (c)(b)]
X	11	Participants in attendance at IEP meeting; [34 CFR 300.344 (a)(b)(c)]
X	12	Documentation of consideration for achievement testing and Arizona Student Assessment Program; [ARS 15-744 (A)]
X	13	Documentation of consideration for prevocational, work experience, vocational education, etc.; [AAC R7-2-401 (F)(6)(a)]
X	14	Documentation of consideration for braille instruction and reasons if instruction is not included in IEP; [ARS 15-203]
X	15	Documentation of exit criteria for student placed in residential treatment centers; [ARS 15-765 (F)]
X	16	Documentation for reintegration opportunities for student placed in private institutions and out-of-district; [ARS 15-1186 (A)(B)]
X	17	Documentation of consideration for Extended School Year; [ARS 15-881]
X	18	Documentation of determination of language proficiency and language of instruction for students who are limited English proficient. [AAC R7-2-401 (F)]

Individualized Education Program (IEP)

Student's Full Name	Birthdate	Sex	Grade	District Resident?
I		M [ ] F [ ]		Yes [ ] No [ ]
Address	City		State	Zip
Home Phone	Student ID #	Parent/Guardian		
Primary Language of Home	Limited English Proficient ? [ ] Yes [ ] No	Language of Instruction		
Home School	Service School			
Address:	Address:			
City/State/Zip:	City/State/Zip:			

34 CFR 300.342 (a)(b), 300.343 (c)(d), 300.346 (4-5)

Date of IEP Meeting	Projected date of Initiation	Review/Revision of IEP
II		
Anticipated Duration of IEP ____ to ____ mo/day/year mo/day/year	IEP Type [ ] Initial	[ ] Annual [ ] Interim

CFR 300.344, 300.348 (2), AAC R7-2-401 (F) (3)

DOCUMENTATION OF PARTICIPANTS IN ATTENDANCE AT IEP MEETING

III

Position / Relationship to Student	Signature	Date Month / Day / Year
District Representative		
Regular Education Teacher		
Special Education Teacher		
Parent(s)		
Evaluator		
Student		

IEP Form I

Student Name_____ Birthdate_____ Date of IEP_____ Page _____ of _____

34 CFR 300.346 (A) (C) AACR7-2-401 (F) (5) (a)

Present Level of Educational Performance

IV

Include academic, communication, social/emotional, motor, self-help, transition skill levels, curricular adaptations/modifications, specialized equipment, materials, and health needs of the student. For preschoolers, address the role of the family when appropriate.
Present level of education performance as documented in the MET report or based on measured status of prior IEP objectives.

Describe the student's current performance in specific terms in each area:

Special Educational Needs:

(check all that apply)

- [ ] Academic/Cognitive
- [ ] Communication
- [ ] Social
- [ ] Self-Help
- [ ] Motor
- [ ] Transition
- [ ] Adaptive P.E.
- [ ] Other

Include skills, adaptations/modifications, specialized equipment, and materials or needs as appropriate:

Related Service Needs:

(check all that apply)

- [ ] Speech therapy
- [ ] Physical therapy
- [ ] Occupational therapy
- [ ] Audiology
- [ ] Counseling service
- [ ] Recreational therapy
- [ ] Social Worker services
- [ ] Interpreter
- [ ] Orientation & Mobility Service
- [ ] Other

Student Name_____ Birthdate_____ Date of IEP_____ Page _____ of _____

34 CFR 300.346 (a) (2), AAC R7-2-401 (F) (5) (b) (c) (g)

Annual Goals and Short-Term Objectives

(use as many of these pages as necessary)

Need Area: **V**

Annual Goal:

Person(s) Responsible:

(number each objective. Include behavior, condition and evaluation criteria). Circle the number of each objective targeted for ESY.

Short-Term Objectives: The Student will ... **VI**

		Date Achieved

Need Area:

Annual Goal:

Person(s) Responsible:

(number each objective. Include behavior, condition and evaluation criteria). Circle the number of each objective targeted for ESY.

Short-Term Objectives: The Student will ...

		Date Achieved

Student Name_____ Birthdate_____ Date of IEP_____ Page _____ of _____

Special Education Services to be Provided

34 CFR 300.346(a)(3)

Special Education Programs	Time to be Provided	Projected Date of Initiation	Duration of Services
VII			

Related Services

	Type	Provider			
Transportation					
Speech Pathology	**VIII**				
Physical Therapy					
Occupational Therapy					
Psychological Services					
Counseling Service					
Recreational Therapy					
Social Worker Services					
Interpreter					
Orientation & Mobility Specialist					
Assistive Technological Devices/Services					
Other					

Related Services: [ ] Check here if related services were considered but are not required.
Length of Day: [ ] Check here if the student's school day is shorter or longer than peers without disabilities.
ESY: [ ] Check here if extended school year was considered.
(if this ESY box is checked, please complete the ESY information below)
[ ] ESY to be determined at annual review of IEP

ARS 15-881

EXTENDED SCHOOL YEAR (ESY)

Targeted ESY objectives are located in Annual Goals/Short Term objectives Section of the IEP.
Student will participate in Extended School Year [ ] Yes [ ] No

Reason(s): _____

IX

Complete IEP addendum: ESY, if ESY will be provided.

IEP Form 4

ARS 15-765-(F)

IEP Addendum: Extended School Year (ESY)

Extent of Participation in Regular Education

34 CFR 300.346 (a) (3), ARS 15-744 (A), AAC R7-2-401 (F) (5) (e)

X

Please indicate the regular education classes the student will attend:

[ ]	Reading _____	[ ]	English _____
[ ]	Math _____	[ ]	Geography _____
[ ]	Science _____	[ ]	Physical Education _____
[ ]	Spelling _____	[ ]	Social Studies _____
[ ]	Writing _____	[ ]	Other _____

[ ] Check here if student will participate in Arizona Student Assessment Program (ASAP) include mediation strategies.
[ ] Check here if student will participate in Standardized Testing Program (STP)
[ ] Check here if student will participate in specialized curriculum (If this box is checked, additional document is required).
[ ] Check here if student is exempted from STP or ASAP.

Special Considerations: Describe changes in regular education program that will be made to permit accommodation of student, e.g., grading materials, technology, staffing, student outcomes, curriculum, transportation, discipline.

[ ] No special considerations in regular education needed.

34 CFR 300. 305

XI

For a student who is served in special education, check any Program Options in which the student will be participating with students who do not have disabilities. If less than 100 percent, indicate time in program.

[ ]	Vocational _____	[ ]	Home-making Education _____
[ ]	Music _____	[ ]	Consumer Education _____
[ ]	Art _____	[ ]	Other _____
[ ]	Library _____		

[ ] Check here if student will participate in specialized curriculum (If this box is checked, additional document is required).

Special Considerations: Describe changes in regular education program that will be made to permit accommodation of student, e.g., grading materials, technology, staffing, student outcomes, curriculum, transportation, discipline.

[ ] No special considerations in regular education needed.

34 CFR 300.553

XII

For the student who is served in special education check any Nonacademic Services in which the student will be participating with students who do not have disabilities.

[ ]	Recess	[ ]	Athletics	[ ]	Clubs
[ ]	Lunch	[ ]	Health Services	[ ]	Referrals to Agencies
[ ]	Assemblies	[ ]	Recreational Activities	[ ]	Employment

[ ] Other _____

Special Considerations: Describe changes that will be made to permit access to activities:

[ ] No special accommodations necessary.

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34 CFR 300.18, 300.346

XIII

Transition Services

Student preferences and interests for transition services:

Post-school outcomes to be considered: *(Refer to "School to Post-school Transition Plan")*

[ ] Post-secondary Education
[ ] Integrated Employment (Including Supported Employment)
[ ] Independent Living
[ ] Other (Specify) _____
[ ] Vocational Training
[ ] Continuing & Adult Education
[ ] Adult Services
[ ] Community Participation

Student present level of development or educational performance:
(Refer to "Present Level of Performance" on IEP for additional input)

Statement of current transition services: *(Refer to "School to Post-school Transition Plan")*
Services must include #1 - #4. If team determines services not needed in one or more of these areas, include statement to that effect and basis upon which determination was made.

1. INSTRUCTION
2. COMMUNITY EXPERIENCES
3. EMPLOYMENT
4. ADULT LIVING
5. Daily Living Skills
6. Functional Vocational Evaluation

Targeted transition goals and objectives are located in Annual Goals/Short Term Objectives Section of the IEP.

Student Name _____ Birthdate _____ Date of IEP _____ Page _____ of _____

34 CFR 300.346, 300.347

Transition Services

Local Education Agency & Participating Agency Responsibilities			
Service or Responsibility	Responsible Agency	Start Date	End Date

Additional discussion of transition services:

XIV

XIV. Braille Instruction for students with Visual Impairments [ARS 15-203 (a)(32]

To meet minimum IEP requirements, provide documentation of consideration for braille instruction and provide reasons if such instruction is not included in the IEP.

IEP Addendum: Braille Instruction

[ARS 15-765-(F)]

XV IEP Addendum: Exit Criteria For Placement in Residential Facility

A

Student Name_____ Birthdate_____ Date of IEP_____ Page _____ of _____

34 CFR 300.551 (b) (1) (2), 300.552 (d), AAC R7-2-401 (F) (5) (b) (G) (a-e)

Appropriate Placement in the Least Restrictive Environment (LRE)

C *CONTINUUM OF ALTERNATIVE PLACEMENTS*

Check all sites and settings in which special education and related services will be provided:

SITE	[ ]	Regular school within the district
	[ ]	Regular school outside of the district
	[ ]	Special school within the district
	[ ]	Special school outside of the district
	[ ]	Home instruction
	[ ]	Community-based site
	[ ]	Residential school
	[ ]	Hospital or treatment center
	[ ]	Other _____
INSTRUCTIONAL SETTING	[ ]	Regular education - Supplementary aids and Consultant Services
	[ ]	Regular education - Supplimentary Services (itinerant support)
	[ ]	Regular education - Supplimentary Services (resource support)
	[ ]	Special education - Self-contained
	[ ]	Special education - Individual basis
	[ ]	Other _____

E Explain why alternative placement(s) selected above is <u>appropriate</u> and <u>least restrictive</u> taking into account any potential effect on the student or on the quality of services needed *(attach additional sheet if necessary) :*

F

Site and Setting/Determination

		Yes	No
1.	The site selected is the school that student would attend if he/she did not have a disability.	[ ]	[ ]
2.	The site selected is as close as possible to the child's home.	[ ]	[ ]
3.	The setting selected is based on the child's IEP.	[ ]	[ ]
4.	To the maximum extent, child will be educated with nondisabled students.	[ ]	[ ]

If the response to any statement is not yes, documentation must be provided explaining the selection of the site/setting.

_____

_____

Date of Placement Determination_____ **B**

IEP Form 6

Student Name_____ Birthdate_____ Date of IEP_____ Page _____ of _____

34 CFR 300.552 (a) (1) (2) (3), 300.504 (b) (i-iii) 300.500 (A) (1-2)

G Placement Statement

PARENTAL CONSENT FOR INITIAL EDUCATIONAL PLACEMENT

I have been fully informed of all information relevant to the proposed program placement. Procedural safeguards are attached to this form.

Please sign the appropriate statement:

I , as parent or guardian, have had the opportunity to participate in the development of this IEP, give consent for the placement of my child in the special education placement/service based on the IEP, and AGREE WITH its content , with the understanding that the need for this placement will be reviewed at least once annually in relation to my child's educational needs.. I have received a copy of my child(s) IEP.

_____ _____
Parent/Guardian Signature Date

I have had the opportunity to participate in the development of this IEP and I DISAGREE with the Individual Education Program and DO NOT AGREE with the educational placement. I also understand my parental rights.

_____ _____
Parent/Guardian Signature Date

Date of Placement will be _____ Date of Annual Review_____

34 CFR 300.345 (D) (1-3)

ALTERNATIVE PARENTAL PARTICIPATION IN IEP MEETING

If parent does not attend the IEP meeting, the following documentation must be in the student file:

_____ (1) Detailed records of telephone calls made or attempted and the results of those calls.

_____ (2) Copies of correspondence sent to the parents and any responses received, and

_____ (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

34 CFR 300.504 (a) (1-2) (b)

Subsequent Educational Placements

It is very important that you be aware of and understand that you have the following rights:

1 To receive a prior written notice before the school proposes to initiate or change the identification, evaluation, or educational placement or the provision of FAPE to the child.

2 To receive a prior written notice before the school refuses to initiate or change the identification, evaluation, or educational placement of the provision of FAPE to the child.

Other procedural safeguards are attached to this form.

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[ARS 15-1186 (A)(B)]

H-XVI

LRE Addendum: Reintegration Plan

APPROPRIATE PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

Placement decision must be made on an individual basis

It is important that school districts understand concepts, requirements, and compliance indicators as they relate to selecting an alternative education placement for a child with a disability. The overriding rule in the placement decision making process is that placement decisions must be made on an individual basis. Therefore, they may not be based on category of disability, availability of program, or administrative convenience.

Congress has determined a preference for integration, which is a legal presumption that every child with a disability can be educated in the regular classroom until it is proven otherwise. Therefore, this preference for integration puts an increased burden on school districts to produce evidence or compelling reasons for removing a child from regular education. This requirement is clearly stated in 34 CFR 300.550 and 300.552.

The term "educational placement" as it is used in this document means the setting in which special education and related services are provided, not the specific classroom teacher or school. Types of settings include regular classes, special classes, home instruction, instruction in institutions, etc.

The placement decision must be made by the IEP team. If there is disagreement between the parents and the school district on the placement decision and a due process hearing is initiated by the parents, the child must remain in the last agreed upon placement during the hearing process. This requirement referred to as "stay put," is required unless a different placement is agreed to by the parents and the school district.

The federal and state regulations clearly establish the following criteria for education placements.

Educational placements must be:

- appropriate
- least restrictive
- as close to the child's home as possible, unless the IEP requires some other arrangement
- determined annually

Educational placement must be based on:

- the individual needs of the child
- an Individualized Education Program
- the provision of maximum opportunity for participation in regular education.
- a continuum of alternative placements

EDUCATIONAL PLACEMENT MUST BE BASED ON:

INDIVIDUAL NEEDS

INDIVIDUALIZED EDUCATION PROGRAM

MAXIMUM EXTENT OF PARTICIPATION IN REGULAR EDUCATION

A CONTINUUM OF ALTERNATIVE PLACEMENTS

Individual Needs

The determination of the individual needs of the child must be based on documented information from a variety of sources and should include the comprehensive evaluation, teacher recommendations, social/adaptive behavior, cultural background, physical condition, annual IEP goals and objectives for the individual child.

Individualized Educational Program (IEP)

The IEP must be based on the individual needs of the child. The needs must be stated in measurable, verifiable, observable terms to the extent possible. The IEP is a written document for a child with a disability that is developed and implemented in accordance with 34 CFR 300.341-300.350. According to the federal regulations, the IEP includes eleven elements. Three of the key elements are the present level of educational performance, annual goals, and short term objectives. The present level of educational performance must accurately describe the child's performance in any area of education that is affected by the disability including academic (reading, math and communication etc.) and nonacademic areas (daily living activities, mobility etc.). Labels such as mental retardation or deafness may not be used as a substitute for the description of present levels of educational performance. The present level of educational performance must include clear statements of the child's abilities as well as areas which need attention. The individual needs must be specifically stated in the present level of educational performance. The statement must be written in measurable terms to the extent possible. The annual goals must clearly describe what a child can reasonably be expected to accomplish within one school year. There must be a direct relationship between annual goals and present level of educational performance. Short term objectives are measurable intermediate steps between the present levels of educational performance and the annual goals.

Maximum Extent of Participation In Regular Education

A statement must be included in the IEP that specifies the extent that the child will participate in regular education. The child must have an opportunity to participate in academic, nonacademic, and extracurricular activities to the extent appropriate for the child. If modifications, such as supplementary aids and services to regular education are needed, then those modifications must be described in the IEP. The placement decision must focus on both with whom and where the child with a disability is educated.

Continuum of Alternative Placements

The school district must ensure that a variety of placements are available to meet the individual needs of children with disabilities. The continuum of alternative placements must include instruction in regular classes, special classes, special schools, home instruction, instruction in hospitals and institutions and instruction in other settings. The federal regulations require that the placement decision must be made on an individual basis not the availability of program or lack of a continuum of alternative placements.

EDUCATIONAL PLACEMENT MUST BE:

APPROPRIATE

LEAST RESTRICTIVE

DETERMINED ANNUALLY

AS CLOSE TO THE CHILD'S HOME AS POSSIBLE

Appropriateness

The IEP team must ensure that the educational placement is appropriate to meet the individual needs of the child which have been established in the IEP. To determine the appropriate educational placement, consideration must be given to the content of the IEP and the flexibility to allow participation with children without disabilities.

A placement considered to be appropriate for academic reasons may not be appropriate because the child does not have equal opportunities to participate with non-disabled students. In a case where a special school or a separate facility is considered appropriate, the IEP team needs to determine whether the services which made that placement appropriate could be feasibly provided in an integrated setting. If the placement in the special school could be implemented in an integrated setting, then the segregated school would be inappropriate under the federal regulations. Therefore, category, configuration of the district's service delivery, and availability of space may not be used for selecting the appropriate educational placement for the child with a disability.

Least Restrictive Environment (LRE)

Congress determined a preference for integration: a legal presumption that every child with a disability can be educated in the regular classroom until it is proven otherwise. This preference for integration is based on the 14th amendment and individual freedom. Therefore, this places an increased burden on school districts to provide compelling reasons for removal of a child with a disability from regular classes. When a child with a disability must be placed in an alternative placement which was determined to be the least restrictive environment, consideration must be given to any potential harmful effect on the child or on the quality of services. According to federal regulations, an educational placement may be the least restrictive environment but not meet the appropriateness requirement. Therefore, LRE determination must be based on the individual needs established in the child's IEP.

Placement In a School Closest to Home

The federal regulations require that each child with a disability is placed in a school as close to home as possible. Unless the child's IEP requires some other arrangements, the child is educated in the school which he or she would otherwise attend. In the event the child cannot be educated in the home school, the child must be provided an educational placement as close to home as possible.

Placement Determination

The federal and state regulations require that educational placement be determined annually and each time that the IEP team reviews and revises the child's IEP. The placement determination must be based on the individual needs established in the IEP.

Appropriate Placement in the Least Restrictive Environment (LRE)

The sample form outlines how the school district should complete the decision making and documentation process to meet requirements in 34 CFR 300.350-353, ARS 15-765, and Arizona AAC R7-2-401. The components will be discussed in the order in which they appear on the sample form. Citations for federal regulations have been included in parentheses to provide school districts with the rationale for the inclusion of the specific requirements.

A. STUDENT'S NAME AND DATE OF BIRTH

This information is not specifically required to be located within the components. The school district must include identifiable data on each child; however, it may be located on the MET report, IEP, and/or Placement form. This information is included for identification and record-keeping purposes.

Student Name_____ **Birthdate**_____ **Dateof IEP**_____ **Page**_____ **of**_____

B. DATE PLACEMENT WAS DETERMINED [34 CFR 300.352 (a)]

Compliance Indicator:
Provide date Placement was determined [34 CFR 300.552 (a)(1)]

To meet minimum compliance, the form must contain the month, day and year in which educational placement was determined. The date of the determination is used to ascertain if educational placement was determined annually.

Date of Placement Determination_____

C. *CONTINUUM OF ALTERNATIVE PLACEMENTS [34 CFR 300.351 (a)(b), AAC R7-2-401(G)(2)(b)]*

Compliance Indicator:

Documentation that a continuum of alternative placements is available to meet the needs of the child with disabilities. [34 CFR 300.551(a)]

To meet minimum compliance, a continuum of alternative placements must be available to meet individual needs of a child with a disability. ADE/SES has chosen to use the Decision Making and Documentation Flow Chart, located in this document, to assist school districts in streamlining the discussion in a step-by-step process. Use this flow chart as a guide for your discussion. Start with figure #1 and follow the process based on the child's needs as specified in the IEP. Each need must be discussed thoroughly, then follow the appropriate arrow based on the IEP team's conclusions. After a determination has been made by the IEP team on the appropriate site and setting, review and discuss the documentation requirements thoroughly. When the IEP team has reached consensus on the documentation of requirements, use the continuum of alternative placements form to select and record the appropriate site(s) and setting(s) by checking the appropriate items on the form designating where special education services and related services will be provided. The selection of the site(s) setting(s) addresses CI #1 and 2.

[34 CFR 300.551(b)()(2), 300.552(d), AAC R7-2-401(F) (5)(h)(G)(a-e)]

CONTINUUM OF ALTERNATIVE PLACEMENTS

Check all sites and settings in which special education and related services will be provided:

SITE	[ ]	Regular school within the district
	[ ]	Regular school outside of the district
	[ ]	Special school within the district
	[ ]	Special school outside of the district
	[ ]	Home instruction
	[ ]	Community-based site
	[ ]	Residential school
	[ ]	Hospital or treatment center
	[ ]	Other_____
INSTRUCTIONAL SETTING	[ ]	Regular education - Supplementary aids and Consultant Services
	[ ]	Regular education - Supplementary Services (itinerant support)
	[ ]	Regular education - Supplementary Services (resource support)
	[ ]	Special education - Self-contained
	[ ]	Special education - Individual basis
	[ ]	Other_____

Appropriate Placement in the Least Restrictive Environment (LRE)

D. EXTENT OF PARTICIPATION IN REGULAR EDUCATION (34 CFR 300.346, 300.305, 300.306, 300.553, AAC R7-2-401(F)(5)(e)]

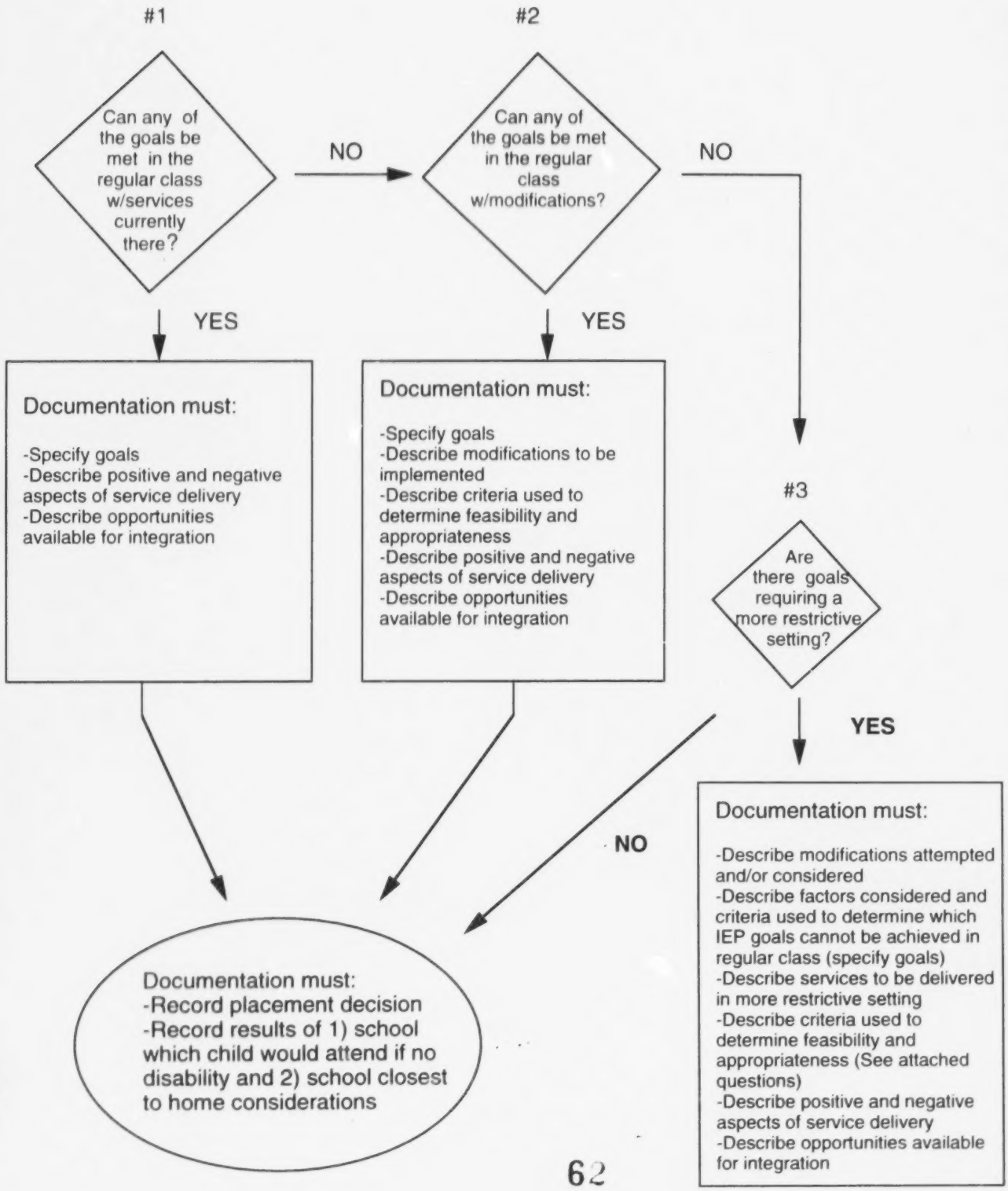
Compliance Indicators:

1. Documentation of provision for equal opportunity to participate with non-disabled students in nonacademic and extracurricular activities; and

2. Documentation that the child will be educated with non-disabled students to the maximum extent appropriate.

To comply with this requirement, the IEP team will review Parts X, XI, XII of the IEP document. Parts X, XI, and XII provide documentation for equal opportunity for the child with disabilities to participate with students without disabilities in academic, nonacademic and extracurricular activities and program options. (CI#8) It also provides documentation to indicate that the child with disabilities will participate to the maximum extent appropriate with non-disabled students. (CI #9)

PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT:
The Decision-Making and Documentation Process


#1
Can any of the goals be met in the regular class w/services currently there?
NO
#2
Can any of the goals be met in the regular class w/modifications?
NO
YES
YES
Documentation must:
-Specify goals
-Describe positive and negative aspects of service delivery
-Describe opportunities available for integration
Documentation must:
-Specify goals
-Describe modifications to be implemented
-Describe criteria used to determine feasibility and appropriateness
-Describe positive and negative aspects of service delivery
-Describe opportunities available for integration
#3
Are there goals requiring a more restrictive setting?
YES
NO
Documentation must:
-Describe modifications attempted and/or considered
-Describe factors considered and criteria used to determine which IEP goals cannot be achieved in regular class (specify goals)
-Describe services to be delivered in more restrictive setting
-Describe criteria used to determine feasibility and appropriateness (See attached questions)
-Describe positive and negative aspects of service delivery
-Describe opportunities available for integration
Documentation must:
-Record placement decision
-Record results of 1) school which child would attend if no disability and 2) school closest to home considerations

APPROPRIATE PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT:

The Decision-Making and Documentation Process

Justifications for rejection/selection of educational placements should outline the IEP teams discussion of the following information:

1. Could the regular placement be made beneficial for the student with supplementary aids and services?

2. Would there be any detriment to the child if he/she remained in the regular classroom?

3. Would there be any negative impact on the regular education environment if the child remained in that environment?

4. What modifications, specialized instructions, methods, materials, or equipment will be needed to implement IEP goals/objectives?

Desired Outcomes:

1. What factors for this child prevent the implementation of the goals and objectives from being accomplished in the regular classroom?

2. Which components of the IEP can be implemented in the regular classroom?

3. Which components of the IEP require special classes, separate schooling, or other removal from the regular educational environment? Specify the components and special interventions.

4. What are the compelling reasons that the child is being removed from regular classes.

E. JUSTIFICATION INCLUDING POTENTIAL HARMFUL EFFECTS [34 CFR 300.352 (d), AAC R7-2-401(G)(2)(e)]

Compliance Indicators:

Documentation of justification which includes:

a) Reasons for removal of the child with disabilities from regular education:

1. When the child is so disruptive in regular classroom that the education of other students is significantly impaired;

2. When the nature or severity of the disability is such that education in regular education with supplementary aids and services cannot be achieved satisfactorily (unique needs of the child cannot be met based on his/her IEP).

b) Consideration for potential harmful effects on the child or on the quality of services that the child would receive. [34 CFR 300.552 (d)]

The IEP team must write a justification that briefly and clearly describes modification(s) to be implemented, if applicable; reason for removal from regular education, if applicable; criteria used to determine appropriateness of alternative placement selected; potential effects of placement (both positive and negative). Opportunities for integration are documented in the IEP under Parts X, XI, XII, EXTENT OF PARTICIPATION IN REGULAR EDUCATION. (CI#7)

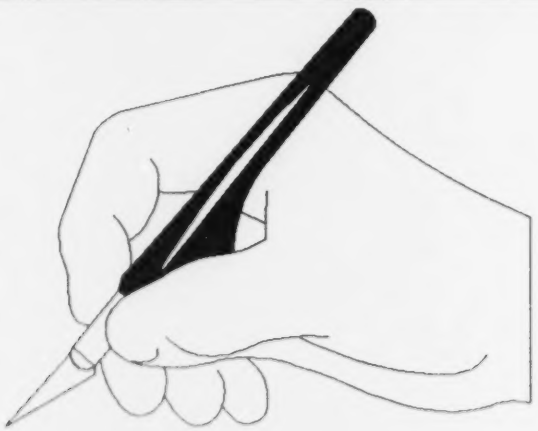
Explain why alternative placement(s) selected is appropriate and least restrictive taking into account any potential effect on the student or on the quality of services needed (attach additional sheet if necessary):

F. SITE AND SETTING/DETERMINATION [34 CFR 300.552, 300. and 300.550 (b)(1)]

Compliance Indicators:

Documentation that the child's educational placement is as close to home as possible unless the IEP states other arrangements. [34 CFR 300.552 (a)(3)]

Documentation that alternative placement selected is based on the child's IEP. [34 CFR 300.552 (a)(2)]



To comply with this requirement, the IEP team must discuss each of the four questions and record each answer in the appropriate box. If the response to any question is "no", a statement of rationale must be provided below. This component addresses CI# 4, 6, and 9.

[34 CFR 300.551 (B)(1)(2), 300.552 (d) AAC R7-2-401(F)(5)(h)(G)(2)(a-e)]

Appropriate Placement in the Least Restrictive Environment (LRE)

Site and Setting/Determination

		YES	NO
1.	The site selected is the school that student would attend if he/she did not have a disability.	[ ]	[ ]
2.	The site selected is as close as possible to the child's home.	[ ]	[ ]
3.	The setting selected is based on the child's IEP.	[ ]	[ ]
4.	To the maximum extent, child will be educated with non-disabled students.	[ ]	[ ]

If the response to any of the above statements is not yes, documentation must be provided explaining the selection of the site/setting.

_____

_____

_____

Date of Placement Determination _____

G. *PLACEMENT STATEMENT [34 CFR 300.500 (A)(1-2), 300.504 (b)(ii), ARS 15-766(F), AAC R7-2-401(G)(4)(11)]*

Compliance Indicator:

Documentation of parental consent for initial placement and of the provision of prior written notice for subsequent placements.

The IEP team must discuss the requirements for parent consent for initial placement and must provide the parent with a copy of Procedural Safeguards. Answer questions the parent(s) may have regarding placement and concerning the Procedural Safeguards. Read the placement statement and secure parent(s) consent for initial placement.(CI#3)

[34 CFR 300.552(A)(1)(2)(3), 300.504 (B)(i-iii), 300.500 (A)(1-2)]

Placement Statement

PARENTAL CONSENT FOR INITIAL EDUCATIONAL PLACEMENT

I have been fully informed of all information relevant to the proposed program placement. Procedural safeguards are attached to this form.

Please sign the appropriate statement:

I, as parent or guardian, have had the opportunity to participate in the development of this IEP, give consent for the placement of my child in the special education placement/service based on the IEP, and AGREE WITH its content, with the understanding that the need for this placement will be reviewed at least annually in relation to my child's educational needs. I have received a copy of my child(s) IEP.

_____ _____
Parent/Guardian Signature Date

I have had the opportunity to participate in the development of this IEP and I DISAGREE with the Individual Education Program and DO NOT AGREE with the educational placement. I also understand my parental rights.

_____ _____
Parent/Guardian Signature Date

Date of Placement will be: _____ Date of Annual Review: _____

Prior Written Notice

Documentation of a written notice that meets the requirements of 34 CFR 300.505 must be given to the parents of child with a disability a reasonable time before the public agency:

Proposes to initiate or change the identification, evaluation, educational placement or the provision of FAPE; **or** refuses to initiate or change the identification, evaluation, educational placement of the child or the provision of FAPE to the child.

[34 CFR 300.504 and 505, AAC R7-401 (G)(11)]

Prior Written Notice

Student:_____ Date:_____

School:_____ Date Prior Written Notice sent to Parent(s)_____

The school district:
_____ Proposes to initiate or change items check below; OR
_____ Refuses to initiate or change items checked below;

Description of Action
_____ Identification/Classification
_____ Evaluation/Re-evaluation
_____ Review/revise Individualized Education Program (IEP)(Provision of FAPE)
_____ Educational Placement
_____ Other

Explanation of why the school district proposes or refuses to take this action:_____
_____

Description of any options the school district considered prior to this proposal:_____
_____

Reasons the above listed options were rejected:_____
_____

Description of each evaluation procedures, tests, records, or reports the school district used as a basis for the proposal or refusal:_____
_____

Other factors relevant to the action proposed are:_____
_____

If you have any questions about the information provided, please call:

Name: _____ Date: _____

Office Hours: _____ Phone: _____

A copy of Procedural Safeguards is attached.

For additional information, refer to Prior Written Notice, Meeting Notice: Technical Assistance Document.

The following information is not specifically required to be located within the placement statement. The school district must provide documentation of its attempts to arrange a mutually agreed time and place for the IEP meeting. The meeting may be conducted without the parents in attendance if the school district is unable to convince the parents to attend the meeting.

Documentation of notices sent to parents who do not attend the IEP meeting, and the prior written notice for subsequent meetings, are not required to be located on the placement form; however, it is necessary to maintain records of attempts to obtain parent participation. Additionally, it is important that parents understand the purpose of the prior written notice.

[34 CFR 300.345 (D)(1-3)]

ALTERNATIVE PARENTAL PARTICIPATION IN IEP MEETING

If parent does not attend the IEP meeting, the following documentation must be in the student file:

_____ (1) detailed records of telephone calls made or attempted, and the results of those calls;

_____ (2) copies of correspondence sent to parents and any responses received, and

_____ (3) detailed records of visits made to the parent's home or place of employment and the results of those visits.

[34 CFR 300.504 (a)(1-2(b).AAC R7-401(G)(11)]

Subsequent Educational Placement

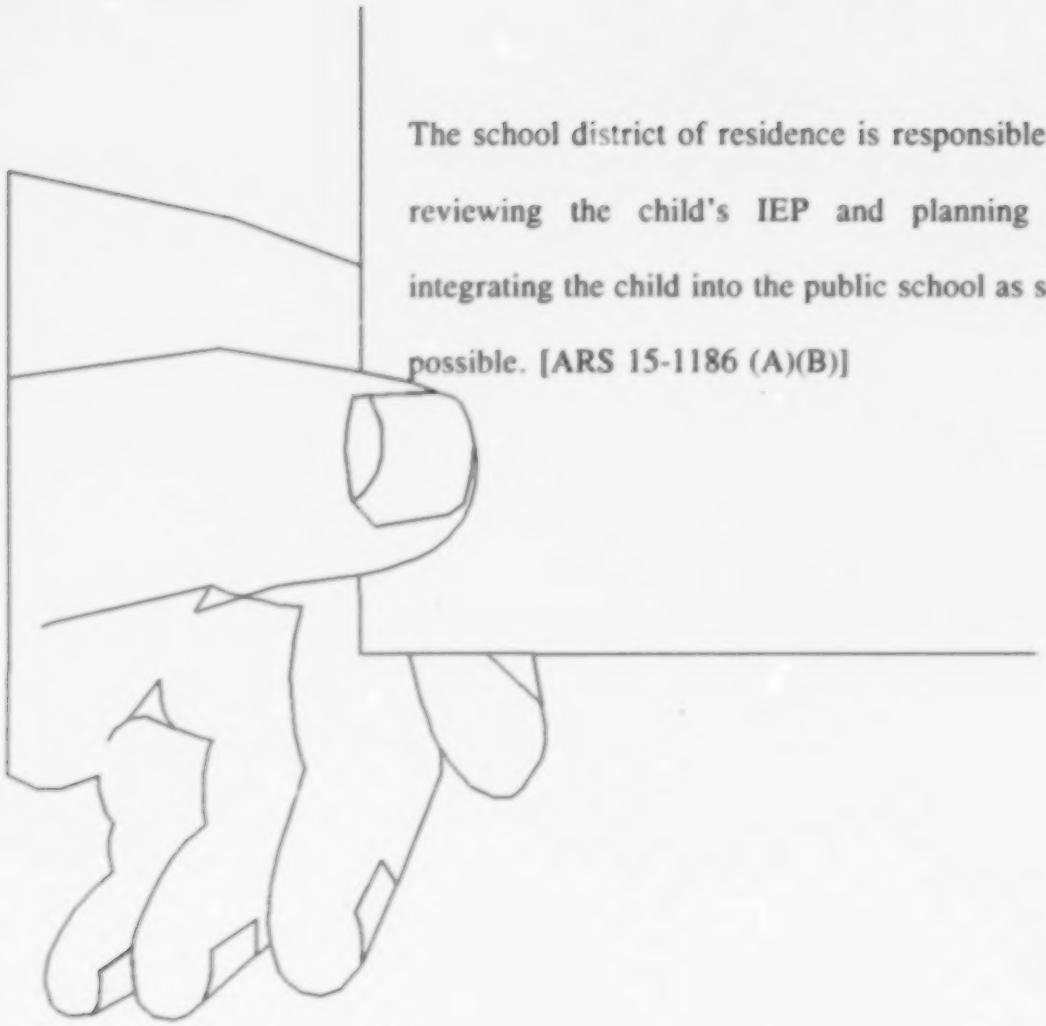
It is very important that you be aware of and understand that you have the following rights:

1. To receive a prior written notice before the school proposes to initiate or change the identification, evaluation, or educational placement or the provision of FAPE to the child.

2. To receive a prior written notice before the school refuses to initiate or change the identification, evaluation, or educational placement or the provision of FAPE to the child.

Other procedural safeguards are attached to this form.

REINTEGRATION FOR STUDENTS PLACED IN PRIVATE INSTITUTION OR OUT OF DISTRICT



The school district of residence is responsible for reviewing the child's IEP and planning for integrating the child into the public school as soon possible. [ARS 15-1186 (A)(B)]

II. Reintegration for Students Placed in Private Institutions or out of district [ARS 15-1186 (A)(B)]

The IEPs for students placed in private institutions/residential placements or out of district must include procedures for integrating the student into the public school as soon as possible. Procedures for addressing reintegration opportunities for students placed in private institutions or out of district are included in the **Procedures Manual For Placing Children In Residential Treatment Centers.** (**A Reintegration Plan** form is included in Appendix A.)

Reintegration Plan

Appendix A

Compliance Indicators
Exit Criteria for Placement
in a Residential Facility
Extended School Year (ESY)
Reintegration Plan

COMPLIANCE INDICATORS FOR INDIVIDUALIZED EDUCATIONAL PROGRAM

The Arizona Department of Education, Special Education Section (ADE/SES) has developed compliance indicators for IEP requirements to provide clarification and to demonstrate attainment of each IEP requirement. Compliance indicators meet the federal and state IEP requirements. A compliance indicator is a measurement tool used to determine compliance with IEP requirements.

The compliance indicators are based on Appendix C to Part 300, Notice of Interpretation and the federal and state regulations. Appendix C (AC) question numbers have been included in parentheses to provide school districts with the rationale for the inclusion of the specific IEP requirement. Compliance indicators are presented in a requirement/compliance format immediately following the particular section of the federal regulation that is presented.

WHEN THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) MUST BE IN EFFECT [34 CFR 300.342]:

Requirements:

1. IEP must be in effect before special education and related services are provided; (AC#5);
2. IEP must be in effect at the beginning of the school year; (AC#9);
3. IEP meeting date was prior to the initiation of special education and related services; and
4. The term "in effect" means that the IEP has been developed properly in a meeting involving all of the required participants; is regarded by both parents and the school district as appropriate to meet the child's needs and will be implemented as written. (AC#3)

Compliance indicators:

1. *Date of the IEP meeting; (AC#s 3,5,9)*
2. *Projected dates of initiation and anticipated duration of special education and related services; and (AC#53)*
3. *Date of IEP meeting in which the initial or current IEP was reviewed/revised; (AC#9)*

MEETING [34 CFR 30[illegible]]

Requirements:

1. IEP meeting must be conducted within 30 calendar days of determination of eligibility to develop an IEP; and (AC#7)
2. A meeting must be held to review and revise the IEP annually; (AC#9)

Compliance indicators:

1. *Date of the IEP meeting in which the initial or current IEP was developed; and*
2. *Date of the IEP meeting in which the initial or current IEP was reviewed and revised. (AC#9)*

PARTICIPANTS IN IEP MEETING [300.344]

Requirements:

1. School district representative; (AC#13)
2. Child's teacher; (AC#15)
3. Student when appropriate; (AC#21)
4. Representative from agencies if appropriate; and (AC#21)
5. One or both of the child's parents.

Compliance Indicators:

1. *Name and Position/Relationship to child of participants in attendance at the IEP meeting; and (AC#s 13, 15, 21, 26)*
2. *Date participants attended the IEP meeting.*

PARENT PARTICIPATION [34 CFR 300.345]

Requirement:

1. Documentation that parent(s) received proper notice; and (34 CFR 300.345; 300.505]
2. Equal participants along with the school district personnel in developing, reviewing and revising the IEP. (AC#26)

    a. participated in discussion
    b. joined with the team in deciding what services would provided to the child

Compliance Indicators:

1. *Copy of IEP Meeting Notice and Prior Written Notice when appropriate;*
2. *Name/signature of parents(s) in attendance at IEP meeting or documentation of alternative participation or attempts to involve the parent(s); and (AC#s 26, 29)*
3. *Documentation that parent(s) received a copy of IEP.(AC#31)*

CONTENT OF IEP [34 CFR 300.346]

Requirements:

1. Present Level of Education Performance; (AC#36)
2. Annual Goals; (AC#38)
3. Short Term Objectives; (AC#39, 42, 43)
4. Statement of Special Education and Related Services; (AC#44, 47, 51)
5. Extent of Participation in Regular Education; (AC#52)
6. Criteria, Evaluation procedures and schedules for determining progress; (AC#54)
7. Initiation and Anticipated Duration; (AC#53)

8. Statement of Transition Services; and
9. Additional requirements according to ARS 15:

   a. Exit Criteria for Students placed in /residential placements; [ARS 15-765 (F)]
   b. Extended School Year [ARS 15-881; (A-D)]
   c. Participation in Achievement Testing; [ARS 15-744 (A)]
   d. Braille Instructions; [ARS 15-203 (A)(32)]
   e. Consideration of Vocational Education Services. [AAC R7-2-401 (F)(6)(a)(b)]
   f. Documentation of language of instruction for student who are limited English Proficient; and [AAC R7-2-401 (F)(5)(i)]
   g. Documentation of reintegration opportunities for student placed in private and out-of-district institutions. [ARS 15-1186 (A)(B)]

PRESENT LEVEL OF EDUCATION PERFORMANCE [34 CFR 300.346]

Compliance Indicators:

1. *Statement must be written in objective measurable terms, to the extent possible; (AC#36)*
2. *There must be a direct relationship between present level of performance and other components of the IEP such as annual goals, short term objectives, special education and related services to be provided; and (AC#36)*
3. *Statement should accurately describe the child's performance in academic areas, nonacademic areas, communication, daily living etc. (AC#36)*

ANNUAL GOALS [34 CFR 300.346]

Compliance Indicators:

1. *Describe what a child can reasonably be expected to accomplish within one-school-year or 12-months; and (AC#38)*
2. *Document the direct relationship between annual goals and present level of education performance. (AC#38)*

SHORT TERM OBJECTIVES [34 CFR 300.346]

Compliance Indicators:

Short term objectives must be:

1. *Measurable;*
2. *Intermediate steps between Present level of education performance and annual goals;*
3. *Based on a logical breakdown of the major components of the annual goals;*
4. *A milestone for measuring progress toward meeting annual goals; and*
5. *Directly related to annual goals and short term objectives. (AC#39)*

STATEMENT OF SPECIAL EDUCATION AND RELATED SERVICES [34 CFR 300.346]

Compliance Indicators:

1. *Special Education and Related services needed by the child must be included in the IEP; (AC#44)*

2. *All special education and related services must be listed in the IEP even if:*

   a. *they are not directly available from the school district;*
   b. *if they are to be provided through contracted or other arrangements. (AC#46)*

3. *Specify the type(s) and quantity of special education and related service to be provided (AC#51).*

EXTENT OF PARTICIPATION IN REGULAR EDUCATION [34 CFR 300.346]

Compliance Indicators:

1. *Documentation of the extent that a child will be able to participate in regular education program; (AC#52)*
   a. *list the regular education classes the child will attend;*
   b. *indicate the percent of time the child will spend in the regular education program with non-disabled students;*
2. *Include extracurricular activities in which the child will participate with non-disabled students e.g. lunch, assemblies, club activities and other events; and (AC#52)*
3. *Documentation of participation in program options (music, art, vocational education etc.). (AC#51,52)*

PROJECTED INITIATION AND ANTICIPATED DURATION [34 CFR 300.346]

Compliance Indicators:

1. *Documentation must indicate anticipated duration of services:*
   a. *up to 12-months*
   b. *one-school-year*
   c. *or a shorter period of time (AC#53)*
2. *Specify the initiation date (month, day, and year) of services; (AC#53)*
3. *Indicate the duration date (month, day and year) of services; and*
4. *There must be a direct relationship between anticipated duration of services and other components of the IEP (e.g. annual goals, short term objectives etc.). (AC#53)*

CRITERIA, EVALUATION PROCEDURES AND SCHEDULES [34 CFR 300.346]

Compliance Indicators:

1. *Documentation must indicate criteria, evaluation procedures and schedule for determining progress:*

   a. *extent of progress within a particular area*
   b. *extent of progress in specified time period*
   c. *establish the standard of performance/criteria*
   d. *include the specified time period*
   e. *identify instruments that will be utilized. (AC#54)*

2. *Criteria, evaluation procedures and schedules are incorporated directly into the short term objectives:*

   a. *they must be presented in recognizable form;*
   b. *clearly linked to the short term objectives. (AC#54)*

OR

3. *Criteria, evaluation procedures and schedules may be a separate format:*

   a. *they must be in recognizable form;*
   b. *clearly linked to the short term objectives. (AC#54)*

TRANSITION SERVICES

Compliance Indicators:

Transition Services Definition [34 CFR 300.18]

1. *A plan that describes the students interests and preferences for transition services;*
2. *A plan that identifies the anticipated post-school outcomes for the student;*
3. *A plan that outlines the coordinated set of transition activities planned for the student which will promote movement from school to the anticipated post-school outcomes; and*
4. *Documentation that the coordinated set of activities includes instruction, community experiences, development of employment, and other post-school adult living objectives, and if appropriate, daily living skills and functional vocational evaluation.*

CONTENT OF IEP [34 CFR 300.346]

Compliance Indicators:

1. *A statement of needed transition services no later than age 16;*
2. *A statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting, if appropriate; and*
3. *If appropriate, documentation that the IEP team determined that services were not needed in one or more of the areas of instruction, community experiences, development of employment skills and other post-school adult living objectives, a statement of that effect and the basis upon which the determination was made.*

AGENCY RESPONSIBILITIES FOR TRANSITION SERVICES [34 CFR 300.347]

Compliance Indicators:

1. *Documentation that the agency responsibility for the student's education initiated a meeting for the purpose of identifying alternative strategies to meet the transition objectives if a participating agency fails to provide agreed-upon transition services contained in the student's IEP;*
2. *Documentation of identified alternative strategies, if appropriate; and*
3. *Documentation that IEP was revised, if appropriate.*

COMPLIANCE INDICATORS FOR APPROPRIATE PLACEMENT IN LEAST RESTRICTIVE ENVIRONMENT (LRE)

Compliance indicators (CI) clarify and demonstrate compliance with federal requirements. The compliance indicator is a measurement tool utilized to determine compliance with federal and state requirements.

Compliance indicators include:

1. Documentation that a continuum of alternative placements is available to meet the needs of the child with disabilities; [34 CFR 300.551(a)]

2. Documentation of provisions for supplementary services (resource room itinerant instruction) to be provided in conjunction with regular class; [34 CFR 300.351 (a)(b)(1-2)]

3. Documentation of parental consent for initial placement and provision of prior written notice for subsequent placements or changes in FAPE; [34 CFR 300.504 (a)(b)]

4. Documentation that the alternative placement selected is based on the child's IEP; [34 CFR 300.552 (a)(2)]

5. Documentation of date placement was determined; [34 CFR 300.552 (a)(1)]

6. Documentation that the child's educational placement is as close to home as possible unless the IEP documents some other arrangement; [34 CFR 300.552 (a)(3)(C)]

7. Documentation of justification which includes:

   a) Reasons for removal of the child with disabilities from regular education and/or reason for educational placement selected

      1. When the child is so disruptive in regular classroom that the education of other students is significantly impaired;

      2. When the nature or severity of the disability is such that education in regular education with supplementary aids and services cannot be achieved satisfactorily (unique needs of the child cannot be met based on his/her IEP).

   b) Consideration for potential harmful effects on the child or on the quality of services that the child would receive. [34 CFR 300.552(d)]

8. Documentation of provision for equal opportunity to participate with non-disabled students in nonacademic and extracurricular activities; [34 CFR 300.306]

9. Documentation that the child will be educated with non-disabled students to the maximum extent appropriate; and [34 CFR 300.550 (b)(1)]

10. Documentation that the placement is appropriate and least restrictive. [34 CFR 300.552]

12 ELEMENTS OF APPROPRIATE PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

1. A child with a disability must be educated with children who are non-disabled to the maximum extent appropriate including children with disabilities in nonpublic, private and other care facilities; [34 CFR 300.550 (b)(1)] (CI #9)

2. Removal of a child with a disability from regular education occurs only when the nature or severity of the disability is such that with the use of supplementary aids and services the child cannot achieve satisfactorily; [34 CFR 300.350 (b)(2)] (CI #7)

3. A continuum of alternative placements must be available to meet the needs of a child with a disability who requires special education and related services; [34 CFR 300.551 (a)] (CI #1, #9)

4. Alternative placements must include instruction in regular classes, special classes, special schools, home instruction, instruction in the hospital and institution; [300.551 (b)(1)] (CI #1)

5. Provision must be made for supplementary services such as, resource room or itinerant services; [34 CFR 300.351 (A)(B)(1-2)] (CI #2)

6. Educational placement must be based on the IEP; [34 CFR 300.552 (a)(2)] (CI #4, #9)

7. Educational placement must be as close to the child's home as possible; [34 CFR.300.552 (a)(3)(C)] (CI #6, #9)

8. Educational placement must be determined at least annually; [34 CFR 300.552 (a)(1)] (CI #5, #9)

9. Consideration must be given to potential harmful effect on the child and the quality of service; [34 CFR 300.552 (d)] (CI #7)

10. Provision must be made for the child to have an equal opportunity to participate with non-disabled students in nonacademic services and extracurricular activities (recreational activities, counseling services); [34 CFR 300.306] (CI #8)

11. Provision must be made for the child with disabilities to participate in nonacademic settings including meals, recess, etc.; and [34 CFR 300.553] (CI #8)

12. Child must be educated in his/her home school unless the child's IEP requires some other arrangement. [34 CFR 300.552 (b)] (CI #6)

[ARS 15-765-(F)]

IEP Addendum: Exit Criteria For Placement in Residential Facility

[ARS 15-765-(F)]

IEP Addendum: Extended School Year (ESY)

[ARS 15-1186 (A)(B)]

LRE Addendum: Reintegration Plan

Appendix B

Developed by SEAA

Form Developed by:
SEAA

IEP REQUIREMENTS

FEDERAL [34 CFR 300.346(a)(1-5)(b)] STATE [AAC R7 2-401 (F)(5)(a)(9)]		
X	1	A statement of present levels of educational performance;
X	2	A statement of annual goals, including measurable short-term instructional objectives;
X	3	A statement of special education and related services;
X	4	Extent of participation in regular educational programs;
X	5	Date of initiation ;
X	6	Duration of services;
X	7	A statement of the needed transition services;
	8	A statement of reasons if transition services are not provided;
X	9	Objective criteria, evaluation procedures and schedules of annual review;
X	10	Date of IEP meeting; [34 CFR 300.342 (b), 300.343 (c)(b)]
X	11	Participants in attendance at IEP meeting; [34 CFR 300.344 (a)(b)(c)]
X	12	Documentation of consideration for achievement testing and Arizona Student Assessment Program; [ARS 15-744 (A)]
X	13	Documentation of consideration for prevocational, work experience, vocational education, etc.; [AAC R7-2-401 (F)(6)(a)]
X	14	Documentation of consideration for braille instruction and reasons if instruction is not included in IEP; [ARS 15-203]
X	15	Documentation of exit criteria for student placed in residential treatment centers; [ARS 15-765 (F)]
X	16	Documentation for reintegration opportunities for student placed in private institutions and out-of-district; [ARS 15-1186 (A)(B)]
X	17	Documentation for consideration for Extended School Year; [ARS 15-881]
X	18	Documentation of determination of language Proficiency and language of instruction for students who are limited English proficient. [AAC R7-2-401 (F)]

INDIVIDUALIZED EDUCATIONAL PL

Date Notice Sent _____

IEP Meeting Date 34CFR 300.343 **II**

( ) Initial ( ) Addendum ( ) Review

Census No

I. STUDENT DATA **I**

Re-Eval Due

Student _____ DOB _____ M ___ F ___

Address _____ City _____ ZIP _____

Home School _____ Service School _____ District of Residence _____ District of Attendence _____

Grade ____ Primary Language of Home _____ Language of Instruction _____

LEP Yes ___ No ___ Ethnicity 1 2 3 4 5 Home Phone _____

Parent (guardian) _____ Work Phone _____

III. CATEGORICAL ELIGIBILITY

___SLD	___MIMR	___MOMR	___SMR
___ED	___SLI	___EDP	___MD
___VI	___HI	___OI	___Aut
___OHI	___TBI	___MDSSI	
___PMD	___PSD	___PSL	

34 CFR 300.345.d.1-3

II. ALTERNATIVE PARENTAL PARTICIPATION (Attach documentation to this page.)

___Parent waived right to attend ___Individual or conference calls ___Home visits ___Written Notice ___Other

Date(s) _____ _____ _____ _____

XVI. LEVEL of SERVICE

Resource (A B C D J K L R S T U Z)

Self-Contained (1 2 3 4 5 6 7 8 9 V)

Preschool (@ # % & * ? $)

34 CFR 300.346 (a.3)

XVII. SPECIFIC EDUCATIONAL SERVICES SUMMARY

(NOTE: Sections XVI & XVII completed last)

Describe program, services, and extent of participation in regular program **X** **VII**

34 CFR 300.346.(4-5)

Frequency _____ Initiation of Service _____ Anticipated Duration _____ Person Responsible _____

34 CFR 300.344 (a) (b) (c), AAC R7-2-401 (f) (3)

IEP CONFERENCE PARTICIPANTS **III**		REVIEW DATE:		REVIEW DATE:	
Parent	C A	Parent	C A	Parent	C A
Parent	O T	Parent	O T	Parent	O T
Principal	N T	Principal	N T	Principal	N T
Psychologist	S E	Psychologist	S E	Psychologist	S E
Classroom Teacher	U N	Classroom Teacher	U N	Classroom Teacher	U N
S.E. Teacher	L D	S.E. Teacher	L D	S.E. Teacher	L D
Speech Therapist	T E	Speech Therapist	T E	Speech Therapist	T E
District Representative	E D	District Representative	E D	District Representative	E D
Other	D	Other	D	Other	D

8 ' 'Form # IEP1A

COPIES: Student Record - White; Parent - Yellow; Director - Pink; S.E. Teacher - Goldenrod

STUDENT NAME: DATE(S):

34 CFR 300.346 (a) (C) AAC R7-2-401 (F) 5.a

IV. PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

(Norm Tests, CRT's, etc. given (list standard (SS) or grade scores (GE) & dates) Note: Explain all test results)

IV

Other data (behavioral, social, etc.)

STUDENT STRENGTHS:	WEAKNESSES:	SPECIFIC EDUCATIONAL NEEDS:

STUDENT NAME : DATE :

34 CFR 300.346 (a) (2) (5) AAC R7-2-401 (P.5.b.c.g.)

V ANNUAL GOAL NO: V

(Note: Write at least two objectives for each goal).

SHORT TERM OBJECTIVES VI (Include criteria for achievment, list methods and materials if appropriate)	EVALUATION PROCEDURES	PROJECTED MASTERY DATE	ACTUAL DATE MASTERED

89

89

(Note: Circle the self-sufficiency objectives which will be considered for ESY).

FORM # IEP3

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STUDENT NAME
34 CFR 300.346 (a) (3) AAC R7-2-401 (F.5.d.)

DATE :
34 CFR 300.306 (a) (b)

VI. Educationally Relevant Related Services to be Provided

___ No Related Services are necessary to provide special education

Service	Frequency	Date Service Begins	Anticipated Duration	Person Responsible

VIII

Specialized Transportation ___ Yes ___ No

VII. LEAST RESTRICTIVE ENVIRONMENT

PLACEMENT OPTION	Y	N	Address (Student Specific) (1) interventions tried in reg. education (2) justification for removing from reg. education and (3) reason for LRE option selected
REGULAR CLASS w/ supplementary aids and services (A B I J R S)			34 CFR 300.551 300.552 (b.1-2)
REGULAR CLASS w/itinerant services (C K T)			AAC R7-2-401 F (5.h) G (2a-e)
REGULAR CLASS w/resource support (D L U)			
SELF-CONTAINED CLASS (1 2 4)			
SPECIAL SCHOOL (3 5 6)			
HOME INSTRUCTION (7)			
HOSPITALIZATION/INSTITUTION (7)			

For preschool – circle appropriate service level: @ # % & * ? $

Age Appropriate ( )Yes ( )No If 'No' give reason:

home school placement or as close as possible to child's home ( )Yes ( )No If 'No' give reason

VIII. ESY Consideration ARS 15-881

___ The circled short-term objectives will be considered for ESY

___ The student's IEP was screened and no objectives related to areas crucial to self-sufficiency were found.

IX

IX. Integrated Participation in Extra-Curricular Non-Academic Activities and/or Programs

XII

A. ___ Student has equal access and opportunity to participate as age appropriate non-disabled peers

B. ___ If there are restriction X pation in options rs, indicate participation below.

B.1 NON-ACADEMIC	B.2 PROGRAM OPTION
Lunch/Breaktime	Art
Recess	Music
Special Events	Industrial Arts
Athletics	Home Economics
Recreation	Vocational Education
Physical Education	Other
Other	Other

XI

34 CFR 300.353 34 CFR 300.305

X. Consideration of Potential Harmful Effects

XI. State Achievement Test Exemption ARS 15.744 (A)

Exempt ___ Yes ___ No ___ Not Applicable (Normative)

Exempt ___ Yes ___ No ___ Not Applicable (A.S.A.P.)

Indicate if testing needs mediation, also indicate areas of exemption and the reason/s for either

XII. REINTEGRATION PLAN DEVELOPED

( ) Yes ( ) No ARS 15-1186 (A-B)

H

XIII. EXIT CRITERIA (FOR R.T.C. Placements,

Developed a plan? ( ) Yes ( ) No

XV

XIV. TRANSITION PLAN DEVELOPED

( ) Yes ( ) No

XIII

XV. GRADUATION PLAN DEVELOPED

( ) Yes ( ) No

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FORM # IEP4A

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Page ___ of ___

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DATE: AGE: GRADE:

ARS 15-1186 (A-B)

TRANSITION PLAN

Describe entire plan for student, include any assessments that have been completed, include agency responsible. Complete goals and objectives (marked with a T) if appropriate. Plan is to be developed according to individual needs and interests.

Projected Graduation Date: Plan developed with student: ( )Yes ( )No. If "No" indicate on separate sheet how input was obtained.

All appropriate agencies/service providers listed below were invited to the IEP conference: __Yes __No

XIII

Long Range Plan:

Short Term Plan:

Personal Management & Family Relationship
Goal:
Responsible Agency:
Objective 1:
Objective 2:

Financial & Income
Goal:
Responsible Agency:
Objective 1:
Objective 2:

Medical Services & Resources
Goal:
Responsible Agency:
Objective 1:
Objective 2:

Transportation
Goal:
Responsible Agency:
Objective 1:
Objective 2:

Leisure & Recreation
Goal:
Responsible Agency:
Objective 1:
Objective 2:

Advocacy & Legal Services
Goal:
Responsible Agency:
Objective 1:
Objective 2:

Vocational Evaluation
Goal:
Responsible Agency:
Objective 1:
Objective 2:

Post-Secondary Education &/or Vocational Training
Goal:
Responsible Agency:
Objective 1:
Objective 2:

FORM # IEP7
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UDENT NAME : DATE :

BRAILLE CRITERIA (Describe whether braille instruction is needed and the goals and objectives that are needed) XIV

STUDENT NAME : _____ DATE : _____

A[illegible]5-765 (F)

EXIT CRITERIA

(Describe criteria to use to judge a students performance to determine when it is appropriate to leave Residential Treatment Center [RTC]) – Optional for other students – see completion guide

Behavioral and/or Social Criteria

(What level of appropriate/positive behavior will make a less restrictive setting appropriate?) – DESCRIBE

XV

Self – Help or Functional Skills Criteria

(What skills are minimumly necessary to assist student in a less restrictive setting?) – DESCRIBE

Academic Criteria

(What is the minimumly appropriate level of academic functioning to allow some success in a less restrictive setting?) – DESCRIBE

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FORM # IEP5

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STUDENT NAME :_____ DATE :_____

[ARS 15-1186 (A-B)]

REINTEGRATION PLAN (Describe plan for student to move to a less restrictive setting- Must be included for student placed in a Residential Treatment Center (RTC)) - Optional for other students

SHORT TERM OBJECTIVES (List objectives if appropriate, include criteria for achievement)	EVALUATION PROCEDURES	PROJECTED MASTERY DATE	ACTUAL DATE MASTERED

FORM # IEP6

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